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ABSTRACT

This is the fourth in a series of reports focusing on diversity in teacher education student enrollments. Collectively, the surveys span a decade and provide a quantitative description of the teaching force for the next century. The report provides data for discerning the discipline areas that have the greatest need for educators of color, noting the state and regional productivity of prospective teachers and students. Data come from many sources, including the U.S. Department of Education Schools and Staffing Survey of the National Center for Education Statistics (NCES), the NCES Integrated Postsecondary Education Data System surveys; and the American Association of Colleges for Teacher Education (AACTE) teacher education survey. The study identified the number of students in the teacher education pipeline by race/ethnicity and gender. Researchers mailed the survey to all schools, colleges and departments of education (SCDE) from several rosters and received 1,026 usable responses (a 52.1 percent response rate). This report presents: a national profile summary; data on postbaccalaureate enrollment; SCDE doctoral enrollment data; regional summaries (northeast, southeast, central, and western regions); SCDE undergraduate program enrollment summary; and SCDE graduate-level program enrollment summary. The three appendixes present technical notes, response rates, and the survey instrument. (SM)

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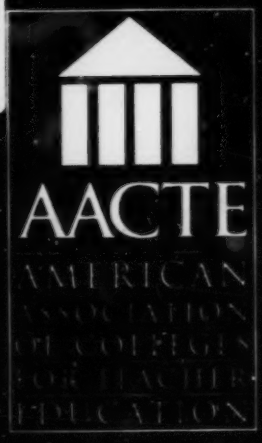

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Schools, Colleges, and Departments of Education Enrollments by Race, Ethnicity, and Gender

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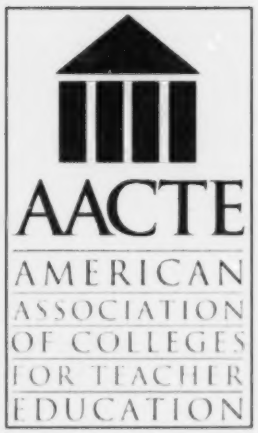

Teacher Education Pipeline IV:

Schools, Colleges, and Departments of Education Enrollments by Race, Ethnicity, and Gender

The American Association of College for Teacher Education (AACTE) is a national, voluntary association of colleges and universities with undergraduate or graduate programs to prepare professional educators. The Association supports programs in data gathering, equity, leadership development, networking policy analysis, professional issues, and scholarship.

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As in any report of this nature, every effort has been made to provide accurate data. Errors of calculation or omissions are inadvertent and remain the responsibility of the author.

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CONTENTS

List of Tables v

Acknowledgments xi

Introduction 13

National Profile Summary 17

Postbaccalaureate Enrollment 35

SCDE Doctoral Enrollment 39

Regional Summaries 41
- Northeast Region 41
- Southeast Region 45
- Central Region 49
- Western Region 53

State-by-State Summaries 57

SCDE Undergraduate Program Enrollment Summary 59

SCDE Graduate-Level Program Enrollment Survey 67

Appendix A: Technical Notes 73

Appendix B: Response Rates 74

Appendix C: Survey Instrument 75

LIST OF TABLES

Table 1 21
Total Percentage Enrollment in Public Elementary and Secondary Schools, by Race/Ethnicity, 1987-88, 1990-91 and 1993-94

Table 2 22
Total Public Elementary and Secondary School Teachers, by Race/Ethnicity, 1993-94

Table 3 22
Distribution of Public School Teachers According to Minority Enrollment in Their Schools, by Teacher Race/Ethnicity, 1993-94

Table 4 23
Percentage Distribution of Public School Teachers According to Minority Enrollment in Their Schools, by Public/Private and Teacher Race/Ethnicity, 1993-94

Table 5 23
Percentage Distributions of 1992-93 Bachelor's Degree Recipients According to Age, Gender, and Race/Ethnicity, by Teaching Status, 1994

Table 6 24
Distributions of Public School Principals by Race/Ethnicity, 1993-94

Table 7 25
Total SCDE Enrollment, by Race/Ethnicity, 1995

Table 8 25
Total SCDE Enrollment, by Race/Ethnicity and Gender, 1995

Table 9 26
Total Percent Change in SCDE Enrollment, by Race/Ethnicity, Fall 1989, 1991, and 1995

Table 10 26
Mean SCDE Undergraduate Enrollment, by Race/Ethnicity, Fall 1987, 1989, 1991, and 1995

Table 11 26
Total HBI and other SCDE Enrollment, by Race/Ethnicity, 1995

Table 12 27
Undergraduate SCDE Enrollment, by Race/Ethnicity, 1995

Table 13 27
Undergraduate SCDE Enrollment, by Race/Ethnicity and Gender, 1995

Table 14 28
SCDE Undergraduate Hispanic Enrollment, by Ethnic Division, 1991 and 1995

Table 15 28
SCDE Undergraduate Hispanic Enrollment, by Ethnic Division and Gender, 1991 and 1995

Table 16 29
SCDE Undergraduate Asian/Pacific American Enrollment, by Ethnic Division, 1995

Table 17 29
SCDE Undergraduate Asian/Pacific American Enrollment, by Ethnic Division and Gender, 1995

Table 18 30
Total SCDE Undergraduate Enrollment, by Discipline, 1989, 1991, and 1995

Table 19 30
Total SCDE Undergraduate Enrollment, by Discipline and Race/Ethnicity, 1995

Table 20 30
Total SCDE Undergraduate Enrollment, by Discipline and Race/Ethnicity, 1991

Table 21 31
Total SCDE Undergraduate Enrollment, by Discipline and Race/Ethnicity, 1989

Table 22 32
Early Childhood Education Enrollment, by Race/Ethnicity and Gender, 1995

Table 23 32
Elementary Education Enrollment, by Race/Ethnicity and Gender, 1995

Table 24 33
Secondary Education Enrollment, by Race/Ethnicity and Gender, 1995

Table 25 33
Special Education Enrollment, by Race/Ethnicity and Gender, 1995

Table 26 34
Bilingual Education Enrollment, by Race/Ethnicity and Gender, 1995

Table 27 34
Vocational Education Enrollment, by Race/Ethnicity and Gender, 1995

Table 28 35
Postbaccalaureate Enrollment, by Race/Ethnicity and Gender, 1991 and 1995

Table 29 36
Total Postbaccalaureate Enrollment, by Race/Ethnicity and Specialty Area, 1995

Table 30 36
Total Postbaccalaureate Enrollment, by Race/Ethnicity and Specialty Area, 1991

Table 31 37
Postbaccalaureate Enrollment in Teaching, by Race/Ethnicity and Gender, 1995

Table 32 38
Total Postbaccalaureate Enrollment in Counseling, by Race/Ethnicity and Gender, 1995

Table 33 38
Total Postbaccalaureate Enrollment in Administration, by Race/Ethnicity and Gender, 1995

Table 34 39
Total SCDE Doctoral Enrollment, by Race/Ethnicity and Gender, 1995

Table 35 42
Northeast Region
Total Percentage of Public School Students, by State and Race/Ethnicity, 1993-94

Table 36 42
Northeast Region
Percentage Distribution of Public Elementary and Secondary School Teachers,
by State and Race/Ethnicity, Fall 1993-94

Table 37 43
Northeast Region
Percentage Distribution of Public School Principals by State and Race/Ethnicity, 1993-94

Table 38 43
Northeast Region
Total Fall Enrollment in Institutions of Higher Education, by State and Race/Ethnicity, 1995

Table 39 44
Northeast Region
Undergraduate SCDE Enrollment, by State and Race/Ethnicity, 1995

Table 40 46
Southeast Region
Percentage of Public School Students, by State and Race/Ethnicity, 1993-94

Table 41 46
Southeast Region
Percentage Distribution of Public Elementary and Secondary School Teachers,
by State and Race/Ethnicity, 1995

Table 42 47
Southeast Region
Percentage Distribution of Public School Principals, by State and Race/Ethnicity, 1993-94

Table 43 47
Southeast Region
Total Fall Enrollment in Institutions of Higher Education, by State and Race/Ethnicity, 1995

Table 44 48
Southeast Region
Undergraduate SCDE Enrollment, by State and Race/Ethnicity, 1995

Table 45 50
Central Region
Total Percentage of Public School Students, by State and Race/Ethnicity, 1993-94

Table 46 50
Central Region
Percentage Distribution of Public Elementary and Secondary School Teachers,
by State and Race/Ethnicity, Fall 1995

Table 47 51
Central Region
Percentage of Public School Principals, by State and Race/Ethnicity,1993-94

Table 48 51
Central Region
Total Fall Enrollment in Institutions of Higher Education,
by Race/Ethnicity of Student and by State, 1994

Table 49 52
Central Region
Undergraduate SCDE Enrollment, by State and Race/Ethnicity, 1995

Table 50 54
Western Region
Percentage of Public School Students, by State and Race/Ethnicity, 1993-94

Table 51 54
Western Region
Percentage Distribution of Public Elementary and Secondary School Teachers,
by State and Race/Ethnicity, Fall 1995

Table 52 55
Western Region
Percentage of Public School Principals, by State and Race/Ethnicity, 1993-94

Table 53 55
Western Region
Total Fall Enrollment in Institutions of Higher Education,
by Race/Ethnicity of Student and by State, 1994

Table 54 56
Western Region
Undergraduate SCDE Enrollment, by State and Race/Ethnicity, 1995

Table 55 58
Percentage of Minority Students, Teachers, and Principals in Public Schools by State, Ranked by Minority Student Percentage, 1993-94

Table 56 60
Fall Enrollment in Institutions of Higher Education by Race/Ethnicity of Student and by State, Ranked by Minority Percentage, 1994

Table 57 61
Early Childhood Education Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

Table 58 62
Elementary Education Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

Table 59 63
Secondary Education Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

Table 60 64
Special Education Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

Table 61 65
Bilingual Education Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

Table 62 66
Vocational Education Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

Table 63 68
Postbaccalaureate SCDE Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

Table 64 69
Postbaccalaureate Teaching Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

Table 65 70
Postbaccalaureate Counseling Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

Table 66 71
Postbaccalaureate Administration Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

Table 67 72
Doctoral SCDE Enrollment,
by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

Table 68 73
Confidence Levels

Table 69 74
Response Rate by Membership Status

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INTRODUCTION

This is the fourth in a series of reports focusing on diversity in teacher education student enrollments published by the American Association of Colleges for Teacher Education (AACTE) with support from the Ford Foundation. Collectively, these surveys span a decade, and provide a quantitative description of the teaching force for the next century. The limited supply of educators of color is an issue that has persisted for more than a decade and presents many challenges for administrators and policy makers as they work to provide the very best learning opportunities to the nation's richly diverse PK-12 student population. In this regard, *Teacher Education Pipeline IV* provides useful data to discern the discipline areas of greatest need, as well as state and regional productivity of prospective teachers and students.

Much has changed since the first survey and report in 1987-88 (AACTE, 1990). For instance, since the first survey the issue of minority teacher shortages has grown from one that focused narrowly on the precipitious decline and absence of African American teachers to a recognition and need for q ality teachers from all previously underrepresented groups. The notion that educators of color are most necessary as role models for youngsters of color has been abandoned to the more enlightened view that all children will benefit from a culturally diverse teaching force. Today, recruitment initiatives are directed less and less on high school seniors and more often on students in middle school and high school. Ten years ago, Future Teachers of America was a dying institution; its successor, Future Educators of America, boasts thousands of vibrant high school chapters nationwide and there are dozens of magnet schools and teaching specialty programs in the nation's urban school systems designed to encourage the participation of students from the inner city. Significantly, the federal government has moved from a position of silence on the issue to one which supports the notions and ideas of a diverse teaching force and has established certain programs and policies that allow it to happen.

The education community has come to recognize the value of educators of color and has initiated activities to encourage and enable their participation in the profession. Recent programs tend to be more useful than those offered in the previous decade, which were limited in scope, isolated in placement, and relatively ineffective. State legislative and administrative actions were nonexistent or were limited to task forces and commissions that generated reports and recommendations but little action. Research consistently advocates early identification of potential teachers and support through the admissions, training, and induction stages as one strategy for increasing the pool of educators of color. Evidence indicates that such programs typically yield individuals who perform well if not better than others in the classroom and on licensing examinations. At the same time, there is recognition of the reality that this approach takes a long time during a period of immediate need. Thus, today we find hundreds of pre-collegiate recruitment programs as well as college-based and second-career initiatives that are sponsored by state and national government agencies, local school systems and agencies, professional and community-based organizations, foundations, and businesses.

Because of these large-scale national efforts, we find a greater level of communication among individuals managing many of these initiatives than in the past. Formal and informal networks as well as conferences, publications, and the media have contributed to what appear to be more effective and coherent efforts.

Some teacher preparation programs have become noticeably more successful at recruiting and retaining teachers of color and at preparing all their students for culturally responsive diverse classrooms. In a study of three restructured urban teacher education programs that give attention to diversity in teaching and learning, Villegas, et al. (1995) found that four major institutional factors contributed to the success of these teacher education programs – commitment to multiculturalism; support services for participating students; financial incentives; and use of cohort groups. Further, Villegas found that the teacher education curricula in these three programs share at least three important features: an urban orientation; a clear vision of what teachers need to know and be able to do to succeed with students from different cultural backgrounds; and a strong field experience component. Further, the success of this curriculum was found to depend on faculty who are committed to good teaching—those who believe that

all students can learn within an inclusive learning environment (Darling-Hammond, Dilworth, & Bullmaster, 1996).

Notably, the Ford Foundation sponsored the first comprehensive program designed to increase the number of teachers of color. Established in 1988, the Minority Teacher Demonstration Project (MTDP) is unique in several ways—the project acknowledges and accommodates differences between and among racial/ethnic groups; provides for multifaceted approaches to progress; supports precollege as well as two-year and four-year college-level activities; offers full participation for small private institutions and larger public institutions; and documents state-by-state increases in teacher education enrollments by race/ethnicity, gender, and discipline. Considered as a whole, and in part, the techniques appear to be fairly replicable for states and institutions regardless of type, size, and region.

The strategies used in the MTDP initiative have provided accessible and receptive conditions for individuals of color with an interest in teaching. For these initiatives to be sustained beyond the Foundation's presence and for the goal of a racially, ethnically, and linguistically diverse teacher force to be realized nationally, supportive institutional and state policies and guidelines must be developed and adopted. Further, higher education leaders and federal legislators, who typically frame standards and national policy, welcome and benefit from coherent guiding principles emanating from the MTDP initiative. The following are critical issues and questions that emerge from and are informed by this work.

Recruitment

Where should the balance of limited resources and time be devoted? At the precollegiate level, midcareer level, two-year community colleges? Encouraged by federal initiatives (for example, Department of Defense stipends to local vicinities for hiring retiring military personnel) many states have adopted programs and policies that promote and accommodate career changes. To what extent will these programs enhance or impede progress?

Admissions

Research and consortia experience suggests that teacher education students of color do not, by and large, receive or have access to different or more favorable college or program admissions standards. Given this knowledge, it seems apparent that the process of admissions may be equally as pervasive as some more seemingly limiting requirements.

Program Design

The states have the authority to approve teacher education programs. Some jurisdictions are moving toward training that is abbreviated and offered away from universities with the intent of attracting individuals to critical shortage areas such as minority teachers, and mathematics, science, and language teachers. There is some indication that individuals with minimal training are being assigned to schools and systems that many believe have the greatest need for seasoned rather than neophyte instructors. Most consortia institutions model standard teacher education preparation programs that also accommodate the time and resource needs of minority and nontraditional candidates well.

Retention and Placement

Through project activities (for example, ongoing support for candidates of color) consortia institutions have mastered necessary procedures for retaining students of color. It is clear that these techniques can be replicated and institutionalized.

Assessment, Accreditation, and Certification

The general notion of how preservice, neophyte, and seasoned teachers are licensed and certified to practice has captured the interest and energy of federal and state policy makers. This project's focus on

value-added assessment of candidates fully complements the current reform thrust toward outcomes-based assessment and offers a much needed perspective to the debate.

Collaboration

There is a federal and national emphasis on systematic reform between PK-12 schools and higher education institutions. The consortia institutions have developed skills and knowledge in negotiating between and among institutions, school systems, and state hierarchies.

Research

Translating research to practice is a mandate of the educational reform agenda. Because of their culturally diverse nature, consortia projects are fertile ground for examining culturally responsive curricula and methods.

The *Pipeline IV* survey was conducted in fall 1995; the following are general observations.

- The current public school teaching force is approximately 13 percent minority. This represents a decrease from previous reporting periods and is the lowest representation in decades.

- The mean age of all teachers is 43 years; minority teachers are slightly older than others.

- The goal of all children having the benefit of a culturally diverse teaching environment is not yet realized. Very few educators of color teach in PK-12 classrooms with 10 percent or fewer minority students. The greatest percentage of African American, Hispanic, Asian/Pacific American, and Native American educators teach in schools where more than 50 percent of the students are from one or more of these groups.

- Although teacher education enrollments have fluctuated since 1987, racial/ethnic and linguistic diversity has steadily increased; approximately 20 percent of SCDE students come from typically underrepresented groups. Although there is no threat of an oversupply of teachers of color, the data show a significant increase for all groups other than White since 1989.

- Roughly 34 percent of African American teacher education students attend historically Black colleges and universities.

The following data, coupled with the report of the Ford Foundation, State and National Policy Forums, are effective tools for those truly dedicated to achieving results in their minority teacher recruitment initiatives.

Survey Description

The primary purpose of this survey was to identify the number of students in the teacher education pipeline by race/ethnicity and gender. AACTE's membership roster was combined with that of the National Association of State Directors of Teacher Education and Certification (NASDTEC) to identify schools, colleges, and departments of education (SCDEs). The survey instrument, mailed to all SCDEs on this combined list in October 1995, requested fall 1995 enrollment figures.

Usable responses were received by 1,026 institutions; the response rate was 52.1 percent. Confidence levels are reported in Appendix A. Response rates by AACTE member status are detailed in Appendix B. A copy of the survey instrument appears in Appendix C.

The data shown in this report comes from many sources, including: the U.S. Department of Education *Schools and Staffing Survey* of the National Center for Education Statistics (NCES); the NCES Integrated Postsecondary Education Data System (IPEDS) surveys; and the AACTE teacher education survey.

Asian Americans and Pacific Americans typically are categorized as Asian/Pacific Americans in this report. Native American/American Indian and Alaskan Natives occasionally are combined to form one category entitled American Indian/Alaskan Native in this report. The Other racial/ethnic category represents a number of different groups, primarily "data unavailable". The Other program category consists of a number of programs including art, music, health, and physical education.

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NATIONAL PROFILE SUMMARY

Elementary and Secondary Students

Growth

- Public elementary and secondary enrollment (K-12) is expected to increase between 1994 and 2006, but these increases will vary by region. Enrollment will increase most rapidly in the West, where total enrollment is expected to rise 21 percent. Enrollment in the South is projected to increase by 10 percent. Enrollment in the Northeast is expected to rise by 4 percent, and enrollment in the Midwest is projected to increase by 3 percent.[4]

- Public school elementary enrollment (K-8) is expected to increase 5 percent between 1994 and 2006. Sizable increases in elementary enrollment are projected for Alabama (15%), California (20%), Delaware (28%), and Hawaii (18%). Decreases are projected for the District of Columbia (22%), Maine (12%), New Hampshire (9%), and North Dakota (13%).[4]

Diversity

- The percentage of Whites enrolled in grades K-12 decreased by 1 percent from 1990-91 to 1993-94.[6]

- The percentage of Black/African Americans enrolled in elementary and secondary schools increased less than 1 percent (0.2%) during the same three-year period.[6]

- The percentage of Hispanics enrolled in grades K-12 increased approximately 7 percent from 1990 to 1993-94.[6]

- The percentage of Asian/Pacific Americans enrolled in grades K-12 from 1990 through 1993-94 increased by less than 1 percent.[6]

- The percentage of American Indian/Alaskan Natives enrolled in elementary and secondary schools declined from 1.2 percent to 1 percent from 1990-91 to 1993-94.[6]

Elementary and Secondary Teachers

Growth

- In the three-year period from 1990-91 to 1993-94 the number of teachers in public elementary and secondary schools rose by almost 11 percent, an increase of 297,867 people.[6]

- The pupil-teacher ratio in elementary schools decreased from 20.0 in 1981 to 18.4 in 1994. This number is expected to decline to 17 by 2006.[4]

- The number of classroom teachers in public elementary and secondary school increased from 2.13 million in 1981 to about 2.58 million in 1994, an increase of 21 percent.[4]

- The highest percentage of public elementary and secondary school teachers in 1993-94 was between ages 40 and 49 (38%); followed by teachers between ages 30 and 39 (29.7%), 30 and under (18.7%), and 50 and older (13.3%).[5]

- Approximately 35 percent of persons teaching in public elementary and secondary schools in 1993-94 had 10 to 20 years of teaching experience. Also, 29.8 percent of teachers had more than 20 years of experience; 25.5 percent had three to nine years experience; and 9.7 percent had fewer than three years of experience in 1993-94.[5]

Diversity

- The percentage of White public elementary and secondary school teachers increased slightly by 1.3 percent from 1990-91 to 1993-94.[6]

- The percentage of Black/African Americans teaching K-12 in public schools declined by 2.4 percent from 1990-91 to 1993-94.[6]

- The percentage of Hispanics teaching K-12 in public schools increased 1 percent from 1990-91 to 1993-94.[6]

- The percentage of Asian/Pacific Americans teaching K-12 in public schools decreased by less than 1 percent from 1990-91 to 1993-94.[6]

- The percentage of American Indian/Alaskan Natives who teach K-12 in public schools rose less than 1 percent from 1990-91 to 1993-94.[6]

Postsecondary

Growth

- Enrollment in higher education is projected to increase from an estimated 14.1 million in 1994 to 16.4 million by 2006, an increase of 16 percent.[4]

- Enrollment in four-year institutions increased from 7.7 million in 1981 to an estimated 8.7 million in 1994, an increase of 13 percent.[4]

- Enrollment in two-year institutions rose from 4.7 million in 1981 to an estimated 5.4 million in 1994, an increase of 15 percent.[4]

- The enrollment of students ages 18 to 24 increased 9 percent from 7.0 million in 1986 to 7.6 million in 1994. The enrollment of students age 25 and older increased 19 percent from 5.3 million in 1986 to an estimated 6.3 million in 1994.[4]

Diversity

- African American enrollment in institutions of higher education in fall 1994 was 10 percent.[5]

- Hispanics comprised 7.3 percent of the total fall enrollment in institutions of higher education in 1994. Asian/Pacific Americans were 5.4 percent of that total.[5]

- The percentage of minority students enrolled in institutions of higher education rose from 22.5 percent in 1992 to 23.5 percent in 1993 and then rose to 24.6 percent in 1994.[5]

- The enrollment of women in college increased from 6.4 million in 1981 to an estimated 7.8 million in 1994, an increase of 21 percent. Approximately 55 percent of all college students in 1994 were women, compared with 52 percent in 1981.[4]

- The enrollment of men in college increased from 5.9 million in 1986 to an estimated 6.3 million in 1994.[4]

Teacher Education

Growth

- Enrollment in teacher education programs increased almost 6 percent from 1991 to 1995.[2, 3]

- Most teacher education students are enrolled in elementary and secondary education programs. Enrollment in secondary education programs appears to be on a downward trend from 32 percent of the enrollments in 1989, to 31 percent in 1991, to 28 percent in 1995. Enrollment in elementary education programs declined slightly from 44 percent in 1991 to 42 percent in 1995. The percentage of students enrolled in early childhood programs (8%) in 1991 remained the same in 1995. Enrollment in special education programs increased to 0.8 percent, almost a full percentage point from 1991 to 1995.[1, 2, 3]

- Enrollment in bilingual education programs remained at less than 1 percent from 1991 to 1995. Enrollment in vocational education programs declined slightly from approximately 2 percent in 1991 to only 1 percent of the SCDE undergraduate enrollment in 1995.[1, 2, 3]

Diversity

- In 1995, nearly 83 percent of students enrolled in SCDE undergraduate programs were White, 8 percent were African American, 5 percent were Hispanic, approximately 2 percent were Asian/Pacific American, and less than 1 percent were Native American/American Indian. The percentage of Alaskan Natives enrolled was negligible.[1]

- Of the Hispanic ethnic division enrolled in SCDE undergraduate programs, 24 percent were Puerto Rican, 17 percent were Mexican American/Chicano, 1 percent were Cuban, and 58 percent were Other.[1]

- Of the SCDE undergraduate Asian/Pacific American ethnic division, 7 percent were counted as Southeast Asian, 8 percent were counted as Pacific Americans, and 85 percent were counted as Other.[1]

- Enrollment in postbaccalaureate teaching programs is predominantly female (74%) as is enrollment in doctoral programs (65%).[1]

- Historically Black Colleges and Universities enroll approximately 34 percent of the total number of African Americans in SCDEs.[1]

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NATIONAL PROFILE OF ELEMENTARY AND SECONDARY SCHOOLS

Elementary and Secondary School Students

Minority student enrollment in public elementary and secondary schools was almost 32 percent in 1993-94, an increase from 1987-88 enrollments of almost 4 percent. Although African American students still represent the largest minority group (almost 16%), the largest increase occurred among Hispanic students—from 9 percent in 1987-88 to almost 12 percent in 1993-94. Similarly, the proportion of Asian/Pacific American students increased from 3 percent in 1987-88 to 3.4 percent in 1993-94. The proportion of White students attending public elementary and secondary schools declined from 72 percent in 1987-88 to 69 percent in 1993-94 (see Table 1).

Table 1
Total Percentage Enrollment in Public Elementary and Secondary Schools, by Race/Ethnicity, 1987-88, 1990-91, and 1993-94

	1987-88	1990-91	1993-94
White	72.0	69.6	68.5
Black/African American	15.3	15.3	15.5
Hispanic	9.1	10.8	11.5
Asian/Pacific American	2.6	3.0	3.4
American Indian/Alaskan Native	1.0	1.2	1.0
Total Minority Enrollment	28.0	30.4	31.5

Source: U.S. Department of Education, National Center for Education Statistics. *Schools and Staffing Survey, 1993-94*, Public School Questionnaire.

Elementary and Secondary School Teachers

Minorities represent almost 13 percent of the public elementary and secondary school teaching force, which is roughly half the percentage of minority students in classrooms. Public school teachers are approximately 87 percent White, 7 percent Black, 4 percent Hispanic, and 1 percent Asian/Pacific American. American Indian/Alaskan Native teachers account for fewer than 1 percent of public school teachers (see Table 2).

When the race/ethnicity of public school teachers is correlated with the racial/ethnic makeup of students in schools in which they teach, an interesting pattern emerges. Currently, 68 percent of Black teachers are teaching in schools with a minority enrollment of more than 50 percent, and approximately 67 percent of White teachers are in schools with no more than a 30-percent minority enrollment—the higher the number of minority student enrollments, the higher the percentage of minority teachers (see Table 3).

In public and private schools that have no minority enrollment, 99 percent of the teachers are White. Only when minority student enrollment is 50 percent or more does the percentage of White teachers in public and private schools decline to approximately 63 percent and 65 percent, respectively. Similarly, when minority enrollment is higher than 50 percent, the percentage of Black teachers in public and private schools rises significantly to 23 percent in public schools and approximately 19 percent in private schools (see Table 4).

Whites appear to enter the teaching profession at a higher rate than others. Of all bachelor's degree recipients, 86 percent are White and 6 percent are African American. Of the individuals who entered the teaching profession, approximately 90 percent are White and fewer than 6 percent are African American. Females enter teaching at a far higher rate than their male counterparts; of all bachelor's degree recipients, about 54 percent are female and 73 percent of those who enter the teaching profession are female (see Table 5).

Table 2
Total Public Elementary and Secondary School Teachers, by Race/Ethnicity, 1993-94

	1993-94	
	N	%
White	2,482,668	87.3
Black/African American	192,234	6.8
Hispanic	116,351	4.1
Asian/Pacific American	31,086	1.1
American Indian/Alaskan Native	21,695	0.8
Total	2,844,034	100.0

Source: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94*; Teacher Questionnaire.

Table 3
Distribution of Public School Teachers According to Minority Enrollment in Their Schools, by Teacher Race/Ethnicity, 1993-94

	Minority Enrollment in School				
	No Minorities	1-10%	11-30%	31-50%	50% Plus
Total	4.9	33.5	22.8	14.2	24.6
Teacher Race/Ethnicity					
Black/African American	0.4	3.4	11.8	16.1	68.3
White	5.6	37.7	24.3	14.2	18.2
Other*	0.8	8.6	13.0	12.7	64.8

*Includes Hispanics, Asian/Pacific Americans, American Indian/Alaskan Natives, and other racial-ethnic groups.
Source: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94*; School and Teacher Questionnaires.

Table 4
Percentage Distribution of Public School Teachers According to Minority Enrollment in Their Schools, by Public/Private and Teacher Race/Ethnicity, 1993-94

	White	Black	Hispanic	Asian/Pacific American	Native American/ Alaskan Native
Total	87.0	7.9	3.6	1.1	0.4
Public	86.2	8.6	3.7	1.1	0.4
Minority Enrollment					
No minority students	98.5	0.8	0.1	0.1	0.5
1-10 percent	98.1	1.0	0.4	0.3	0.2
11-20 percent	93.2	4.3	1.5	0.7	0.4
31-50 percent	86.3	9.4	2.9	0.9	0.5
More than 50 percent	62.8	23.1	10.8	2.7	0.7
Private	92.3	3.4	2.8	1.2	0.3
Minority Enrollment					
No minority students	99.2	0.3	0.4	-.-	0.1
1-10 percent	98.2	0.6	0.8	0.3	0.1
11-30 percent	94.0	1.8	2.6	1.2	0.4
31-50 percent	89.7	2.8	5.1	2.1	0.2
More than 50 percent	65.1	18.7	11.0	4.6	0.7

Source: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94*; School Questionnaire.

Table 5
Percentage Distributions of 1992-93 Bachelor's Degree Recipients According to Age, Gender, and Race/Ethnicity, by Teaching Status, 1994

	Gender		Age		Race/Ethnicity		
	Male	Female	25 years or more	Less than 25 years	Black	White	Other
Total	45.3	54.7	34.8	65.2	6.3	86.3	7.4
Teaching Status							
Taught	27.1	72.9	39.7	60.3	5.7	89.7	4.6
Did not teach	48.0	52.0	34.3	65.7	6.1	86.2	7.8

Source: U.S. Department of Education, National Center for Education Statistics, *Baccalaureate and Beyond Longitudinal Study First Followup, 1993*; Data Analysis System.

Elementary and Secondary Principals

The distribution of public school principals follows patterns similar to those of K-12 teachers. Minority principals constitute approximately 16 percent of the total number of principals. African American principals account for the largest minority group (10%), followed by Hispanics, who comprise 4 percent (see Table 6).

Table 6
Distributions of Public School Principals by Race/Ethnicity, 1993-94

	%
White	84.3
Black/African American	10.1
Hispanic	4.1
Asian/Pacific American	0.8
American Indian/Alaskan Native	0.8

Source: U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey, 1993-94*; Public School Principal Questionnaire.

TEACHER EDUCATION STUDENT POPULATIONS

National Summary

SCDE student enrollment increased by approximately 6 percent from 1989 to 1995; minority students constituted approximately 16 percent. Eighty-one percent of enrollment is White, 8 percent is Black/African American, almost 5 percent is Hispanic, and about 2 percent is Asian/Pacific American. The enrollment rate for Native American/American Indians is less than 1 percent, and International/Nonresident enrollment is approximately 1 percent. About 2 percent of enrollments are classified as other (see Table 7).

As in the three previous *Teacher Education Pipeline* reports (Pipeline, 1988; Pipeline II, 1990; and Pipeline III, 1994), females comprise nearly two-thirds of the teacher education student population. Native American/American Indian and Alaskan Native populations have the highest proportion of males enrolled in SCDE at approximately 29 percent (see Table 8).

The percentage of White students in SCDEs declined almost 2 percent from 1989 to 1995, and percentages for all other groups increased. The highest increase occurred among Asian/Pacific American (97%) and Hispanic (80%) students (see Table 9). African American enrollment in SCDEs increased by approximately 40 percent for the period 1989-1995. Mean enrollments have increased across all groups; the greatest increases are from 1989 through 1995 among Hispanics and Native American/Alaskan Natives (see Table 10). Approximately one-third (34%) of all Black/African American teacher education students are enrolled in SCDEs at Historically Black Colleges and Universities (HBCUs), which is consistent with previous iterations of this survey (see Table 11).

Table 7
Total SCDE Enrollment, by Race/Ethnicity, 1995

	N	%
White (non-Hispanic)	418,824	80.5
Black/African American	46,667	9.0
Hispanic	24,429	4.7
Asian/Pacific American	8,787	1.7
Native American/American Indian	3,593	0.7
Alaskan Native	124	-.-
International or nonresident	5,857	1.1
Other	12,274	2.4
Total	520,555	100.0

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Table 8
Total SCDE Enrollment, by Race/Ethnicity and Gender, 1995

	Male		Female	
	N	%	N	%
White (non-Hispanic)	108,200	25.8	310,624	74.2
Black/African American	13,184	28.3	33,483	71.7
Hispanic	6,535	26.8	17,894	73.2
Asian/Pacific American	2,365	26.9	6,422	73.1
Native American/American Indian	1,046	29.1	2,547	70.9
Alaskan Native	36	29.0	88	71.0
International or nonresident	2,059	35.2	3,798	64.8
Other	3,400	27.7	8,874	72.3

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

25

Table 9
Total Percent Change in SCDE Enrollment, by Race/Ethnicity, Fall 1989, 1991, and 1995

	1989		1991		1995		1989-1995
	N	%	N	%	N	%	%Change
White	426,748	86.5	459,279	84.6	418,824	80.5	- 1.9
Black/African American	33,426	6.8	37,422	5.9	46,667	9.0	+ 39.6
Hispanic	13,533	2.7	19,500	3.6	24,429	4.7	+ 80.5
Asian/Pacific American	4,469	0.9	5,471	1.0	8,787	1.7	+ 96.6
Native American/Alaskan Native	2,282	0.5	2,940	0.5	3,593	0.7	+ 57.4
Other	13,138	2.7	17,964	3.3	12,274	2.4	+ 6.7
Total	493,606	100.0	542,576	100.0	520,555	100.0	+ 5.5

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995, and *Teacher Education Minority Enrollment Survey*, 1989, 1991, and 1995.

Table 10
Mean SCDE Undergraduate Enrollment, by Race/Ethnicity, Fall 1987, 1989, 1991, and 1995

	1987	1989	1991	1995
White	362	388	459	409
Black/African American	22	28	41	46
Hispanic	7	11	29	35
Asian/Pacific American	3	3	8	11
Native American/Alaskan Native	2	2	7	8
Other	7	7	27	25

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995, and *Teacher Education Minority Enrollment Survey*, 1989.

Table 11
Total HBI and Other SCDE Enrollment, by Race/Ethnicity, 1995

	HBI		Other SCDE	
	N	%	N	%
White (non-Hispanic)	7,802	32.1	411,022	82.8
Black/African American	15,736	64.8	30,931	6.2
Hispanic	345	1.4	24,084	4.9
Asian/Pacific American	103	0.4	8,684	1.7
Native American/American Indian	61	0.3	3,532	0.7
Alaskan Native	7	-.-	117	-.-
International or nonresident	158	0.7	5,699	1.1
Other	81	0.3	12,193	2.5
Total	24,293	100.0	496,262	100.0

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

SCDE Undergraduate Populations

One primary source for new teachers is the pool of undergraduate teacher education students. Of those students, 83 percent are White, 9 percent are Black/African American, and 5 percent are Hispanic. Asian/Pacific Americans represent a little more than 1 percent and Native American/American Indians a little less than 1 percent of undergraduate education enrollments. The proportion of Alaskan Natives in undergraduate teacher education is negligible (see Table 12).

Most teacher education students in undergraduate programs are White females, approximately 75 percent. International and Black/African American males are enrolled at a higher proportion than any other group (32% and 29%, respectively). In contrast, the Alaskan Native group has the highest female enrollment at 75 percent. Hispanic and Asian/Pacific American male enrollments are 26 percent and 27 percent, respectively (see Table 13).

Table 12
Undergraduate SCDE Enrollment, by Race/Ethnicity, 1995

	N	%
White (non-Hispanic)	258,286	82.5
Black/African American	27,685	8.8
Hispanic	15,216	4.9
Asian/Pacific American	4,334	1.4
Native American/American Indian	2,377	0.8
Alaskan Native	100	-.-
International or nonresident	1,079	0.3
Other	4,032	1.3
Total	313,109	100.0

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Table 13
Undergraduate SCDE Enrollment, by Race/Ethnicity and Gender, 1995

	Male		Female	
	N	%	N	%
White (non-Hispanic)	65,025	25.2	193,261	74.8
Black/African American	8,150	29.4	19,535	70.6
Hispanic	3,956	26.0	11,260	74.0
Asian/Pacific American	1,162	26.8	3,172	73.2
Native American/American Indian	692	29.1	1,685	70.9
Alaskan Native	25	25.0	75	75.0
International or nonresident	348	32.3	731	67.7
Other	1,130	28.0	2,902	72.0

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Undergraduate Enrollment by Race/Ethnicity

Hispanic

As noted above, the trend for Hispanic enrollments has generally increased since 1989 (see Table 9). From 1991 to 1995, the proportion of Mexican American/Chicano students increased, whereas Puerto Rican enrollments decreased (see Table 14). In looking at 1995 Hispanic enrollments by gender, females represent approximately 75 percent (see Table 15). The Mexican American/Chicano group has a slightly higher proportion of male enrollment (27%) than other Hispanic groups (see Table 15).

Asian/Pacific American

Pacific Americans and Southeast Asians account for 8 percent and 7 percent of the Asian/Pacific American SCDE enrollment, respectively (see Table 16). Students who identify themselves as Other Asian account for the remaining 85 percent of the Asian/Pacific American enrollment. Gender data show Pacific American female enrollment at 80 percent, slightly higher than Southeast Asian and Other Asian (77% and 73%, respectively; see Table 17).

Table 14
SCDE Undergraduate Hispanic Enrollment, by Ethnic Division, 1991 and 1995

	1991		1995	
	N	%	N	%
Cuban	136	1.1	171	1.1
Mexican American/Chicano	1,235	9.8	2,555	16.8
Puerto Rican	3,864	30.7	3,639	23.9
Other Hispanic	7,332	58.3	8,851	58.2
Total	12,567	100.0	15,216	100.0

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1991, 1995

Table 15
SCDE Undergraduate Hispanic Enrollment, by Ethnic Division and Gender, 1991 and 1995

	1991				1995			
	Male		Female		Male		Female	
	N	%	N	%	N	%	N	%
Cuban	24	17.6	112	82.4	40	23.4	131	76.6
Mexican American/Chicano	240	19.4	994	80.6	694	27.2	1,861	72.8
Puerto Rican	890	23.3	2,937	76.7	914	25.1	2,725	74.9
Other Hispanic	1,534	20.9	5,819	79.1	2308	26.1	6543	73.9
Total	2,688	21.4	9,862	78.6	3,956	26.0	11,260	74.0

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1991, 1995.

Table 16
SCDE Undergraduate Asian/Pacific American Enrollment, by Ethnic Division, 1995

	N	%
Southeast Asian	272	7.2
Pacific American	305	8.0
Other Asian	3,225	84.8
Total	3,802	100.0

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Table 17
SCDE Undergraduate Asian/Pacific American Enrollment, by Ethnic Division and Gender, 1995

	Male		Female	
	N	%	N	%
Southeast Asian	62	22.8	210	77.2
Pacific American	61	20.0	244	80.0
Other Asian	864	26.8	2,361	73.2
Total	987	26.0	2,815	74.0

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

SCDE Undergraduate Enrollment by Discipline

Despite a slight decrease from 1991, enrollment in elementary education programs remains the highest among education disciplines. Secondary education, the second most popular program, accounts for 28 percent of enrollment. The category Other, which includes physical education, business education, computer science, and math/science programs, accounts for 11 percent of enrollment in SCDEs (see Table 18).

The choice of educational programs among the different racial/ethnic groups remained the same from 1989 to 1995 except for bilingual programs, which have increased in all groups except among Hispanics (see Tables 19-21). More than 50 percent of the students in bilingual education programs are minorities. Hispanic students comprise the highest enrollment in bilingual education programs (46%). Similarly, bilingual education programs are the choice for Asian/Pacific Americans (2%) and Native American/Alaskan Natives (2%). Bilingual education programs are also the only discipline in which enrollment among Whites is fewer than 72 percent. Black/African American enrollments are highest in vocational education (14%) and early childhood education programs (12%). International student enrollments in all areas are fewer than 1 percent, and Alaskan Native proportions are negligible (see Table 19).

29

Table 18
Total SCDE Undergraduate Enrollment, by Discipline, 1989, 1991, and 1995

	1989		1991		1995	
	N	%	N	%	N	%
Early Childhood	23,491	7.8	27,648	8.0	28,108	9.0
Elementary	130,704	43.5	151,128	43.9	130,975	41.8
Secondary	95,537	31.8	105,569	30.6	86,325	27.6
Special	22,871	7.6	28,411	8.2	28,151	9.0
Bilingual	923	-.-	1,479	0.4	1,513	0.5
Vocational	4,128	1.4	5,727	1.7	3,195	1.0
Other	23,062	7.7	24,497	7.1	34,842	11.0
Total	300,716	100.0	344,459	100.0	313,109	100.0

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall, 1989, 1991, and 1995.

Table 19
Total SCDE Undergraduate Enrollment, by Discipline and Race/Ethnicity, 1995

	N	White	Black/ African American	Hispanic	Asian/ Pacific American	Native American/ American Indian	Alaskan Native	Int'l	Other
Early Childhood	28,108	83.0	12.0	2.0	1.2	0.6	-.-	0.4	0.8
Elementary	130,975	84.1	8.4	4.3	1.4	0.8	-.-	0.3	0.7
Secondary	86,325	83.5	8.4	4.8	1.4	0.8	-.-	0.4	0.7
Special	28,151	84.0	8.9	3.8	1.3	0.6	0.1	0.3	1.1
Bilingual	1,513	46.6	2.4	45.9	2.2	1.9	0.1	0.2	0.7
Vocational	3,195	73.2	13.6	4.8	1.3	1.5	-.-	0.2	5.6
Other	34,842	74.8	9.0	8.4	1.5	1.3	-.-	0.5	5.1

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Table 20
Total SCDE Undergraduate Enrollment, by Discipline and Race/Ethnicity, 1991

	N	White	Black/ African American	Hispanic	Asian/ Pacific American	Native American/ American Indian	Alaskan Native	Int'l	Other
Early Childhood	27,648	86.2	9.1	2.8	0.7	-.-	-.-	-.-	0.6
Elementary	151,128	87.2	6.4	3.4	0.8	0.5	-.-	-.-	1.4
Secondary	105,569	87.1	5.7	4.0	0.8	0.6	-.-	-.-	1.3
Special	28,411	87.8	6.6	3.1	0.5	0.5	-.-	-.-	1.3
Bilingual	1,479	36.8	2.1	54.2	1.3	2.2	-.-	2.0	1.2
Vocational	5,727	78.7	12.8	4.3	0.5	0.6	-.-	0.6	2.4
Other	24,497	82.1	7.2	1.9	0.5	0.5	-.-	-.-	7.3

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1991.

Table 21
Total SCDE Undergraduate Enrollment, by Discipline and Race/Ethnicity, 1989

	Total	White	Black	Hispanic	Asian/ Pacific American	Native American	Other
Early Childhood	23,491	84.5	10.7	1.6	-.-	-.-	2.2
Elementary	130,704	90.1	5.0	2.6	-.-	-.-	1.1
Secondary	95,537	90.3	4.9	2.2	-.-	-.-	1.6
Special	22,871	86.3	9.0	1.8	-.-	1.0	1.3
Bilingual	923	37.6	2.5	52.3	1.4	2.1	4.1
Vocational	4,128	75.9	15.3	5.6	-.-	-.-	2.5
Other	23,062	80.3	12.6	2.4	-.-	-.-	3.7

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1989.

Undergraduate SCDE Enrollments by Discipline, Race/Ethnicity, and Gender

Tables 22 through 25 detail undergraduate enrollments by program, race/ethnicity, and gender in 1995. White females dominate undergraduate enrollments, except in vocational education programs.

In early childhood education programs, Asian/Pacific Americans enroll the highest percentage of males (30%), followed by international/nonresident students (22%). Black/African American and Hispanic male enrollments are approximately 11 percent, whereas Whites enroll the smallest proportion of males at 6 percent (see Table 22).

In elementary education programs, Alaskan Natives and Black/African Americans enroll the highest percentage of males (25% and 22%, respectively). Whites and Hispanics enroll the lowest percentage of males at approximately 15 percent (see Table 23).

In secondary education programs, enrollments are fairly balanced; 45 percent of males and 55 percent of females are enrolled from all groups. Asian/Pacific American males enroll at the lowest rate (40%). Alaskan Native females enroll at the lowest rate among females (47%; see Table 24).

In special education programs, Native American/American Indians enroll the highest percentage of males (25%), followed by Asian/Pacific Americans (25%). Alaskan Natives and Whites enroll the highest percentage of females (89% and 86%, respectively). Black/African American female and male enrollment rates in special education programs are 79 percent and 22 percent, respectively (see Table 25).

In bilingual education programs, enrollment rates of White, Black/African American, and Native American/American Indian males are higher than in other disciplines for secondary and vocational education programs (33%, 36%, and 35%, respectively). Hispanic enrollment is the highest in bilingual education than in any other program. Enrollment rates among Hispanics are approximately 82 percent female (see Table 26).

Vocational education is the only undergraduate discipline that is a majority male (55%) enrollment. Seventy percent of Native American/American Indians who are enrolled in vocational education programs are male. The only group that enrolls more females than males in vocational education is Hispanic; almost 52 percent of these students are female (see Table 27).

Table 22
Early Childhood Education Enrollment,
by Race/Ethnicity and Gender, 1995

	Male		Female	
	N	%	N	%
White (non-Hispanic)	1,486	6.4	21,857	93.6
Black/African American	367	10.9	3,009	89.1
Hispanic	62	10.9	507	89.1
Asian/Pacific American	100	29.7	244	70.3
Native American/American Indian	11	6.7	154	93.3
Alaskan Native	0	-.-	3	100.0
International or nonresident	24	21.6	87	78.4
Other	15	7.1	196	92.9
Total	2,063	7.3	26,045	92.7

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Table 23
Elementary Education Enrollment,
by Race/Ethnicity and Gender, 1995

	Male		Female	
	N	%	N	%
White (non-Hispanic)	16,166	14.7	93,988	85.3
Black/African American	2,360	21.5	8,614	78.5
Hispanic	864	15.3	4,787	84.7
Asian/Pacific American	277	15.6	1,503	84.4
Native American/American Indian	189	17.7	879	82.3
Alaskan Native	10	25.0	30	75.0
International or nonresident	71	18.3	317	81.7
Other	156	17.0	764	83.0
Total	20,093	15.3	110,882	84.7

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Table 24
Secondary Education Enrollment,
by Race/Ethnicity and Gender, 1995

	Male		Female	
	N	%	N	%
White (non-Hispanic)	32,780	45.5	39,273	54.5
Black/African American	3,288	45.4	3,957	54.6
Hispanic	1,718	41.4	2,437	58.7
Asian/Pacific American	491	39.6	749	60.4
Native American/American Indian	286	42.9	381	57.1
Alaskan Native	9	52.9	47.0	47.1
International or nonresident	149	47.5	165	52.5
Other	296	46.7	338	53.3
Total	39,017	45.2	47,308	54.8

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Table 25
Special Education Enrollment,
by Race/Ethnicity and Gender, 1995

	Male		Female	
	N	%	N	%
White (non-Hispanic)	3,357	14.2	20,288	85.8
Black/African American	536	21.5	1,962	78.5
Hispanic	192	18.2	866	81.8
Asian/Pacific American	93	24.7	284	75.3
Native American/American Indian	42	25.2	125	74.9
Alaskan Native	3	10.7	25	89.3
International or nonresident	16	21.1	60	78.9
Other	61	20.2	241	79.8
Total	4,300	15.3	23,851	84.7

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

33

Table 26
Bilingual Education Enrollment,
by Race/Ethnicity and Gender, 1995

	Male		Female	
	N	%	N	%
White (non-Hispanic)	234	33.2	471	66.8
Black/African American	13	36.1	23	63.9
Hispanic	128	18.4	566	81.6
Asian/Pacific American	6	17.7	28	82.4
Native American/American Indian	10	34.5	19	65.5
Alaskan Native	0	-.-	1	100.0
International or nonresident	0	-.-	3	100.0
Other	0	-.-	11	100.0
Total	391	25.8	1,122	74.2

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Table 27
Vocational Education Enrollment,
by Race/Ethnicity and Gender, 1995

	Male		Female	
	N	%	N	%
White (non-Hispanic)	1,299	55.6	1,039	44.4
Black/African American	234	53.7	202	46.3
Hispanic	74	48.4	80	51.6
Asian/Pacific American	22	53.7	19	46.3
Native American/American Indian	28	70.0	12	30.0
Alaskan Native	0	-.-	0	-.-
International or nonresident	4	57.1	3	42.9
Other	92	51.4	87	48.6
Total	1,753	54.9	1,442	45.1

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

POSTBACCALAUREATE ENROLLMENT

Tables 28 through 33 detail postbaccalaureate programs in teacher education. As in undergraduate programs, the 1995 female enrollment (74%) is much higher than male enrollment (26%). Whereas the percentage of female enrollment decreased slightly from 76 percent in 1991 to 74 percent in 1995, there is a slight increase in the overall male enrollment from 1991 to 1995. Furthermore, enrollment rates for White, Black/African American, and Asian/Pacific American males increased for the same period, whereas enrollment rates for Hispanic, Native American/American Indian and Alaskan Native students decreased. Although their number is small, the enrollment rate for Alaskan Native males (48%) is higher than those for males in other groups. Asian/Pacific American and Native American/American Indian males are enrolled at approximately 28 percent (see Table 28).

Postbaccalaureate Enrollment by Specialty Area

In looking at postbaccalaureate enrollments by specialty area and race/ethnicity, patterns of enrollment are similar across areas. White enrollments decreased slightly from 1991 to 1995 in all specialty areas except the Other category, which increased. Despite the decrease, Whites still constitute at least 76 percent in all areas. Black/African American enrollment rates increased in all specialty areas from 1991 to 1995, particularly in the administration and teaching specialties, which increased from approximately 10 to 11 percent and 7 to 8 percent, respectively. Similarly, Hispanic and Asian/Pacific American enrollment increased in all areas except administration for the same period. More minorities are in administration programs (17%) than in postbaccalaureate teaching programs (14%) and counseling programs (16%; see Tables 29 and 30).

Table 28
Postbaccalaureate Enrollment,
by Race/Ethnicity and Gender, 1991 and 1995

	1991				1995			
	Male		Female		Male		Female	
	N	%	N	%	N	%	N	%
White (non-Hispanic)	33,004	23.9	105,273	76.1	35,276	26.0	102,241	74.0
Black/African American	2,695	26.2	9,601	73.8	3,976	26.6	11,590	73.4
Hispanic	1,568	27.0	4,229	73.0	2,031	26.6	5,609	73.4
Asian/Pacific American	476	26.3	1,298	73.7	877	28.2	2,596	74.7
Native American/American Indian	194	29.3	469	70.7	61	28.2	155	71.8
Alaskan Native	50	80.6	12	19.4	11	47.8	12	52.2
International or nonresident	945	33.6	1,871	66.4	836	30.0	1,954	70.0
Other	1,448	24.8	4,391	75.2	1,839	26.3	5,142	73.7
Total	40,380	24.1	127,144	75.9	45,102	25.8	129,814	74.2

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995, 1991

Table 29
Total Postbaccalaureate Enrollment,
by Race/Ethnicity and Specialty Area, 1995

	Teaching		Counseling		Administration		Other	
	N	%	N	%	N	%	N	%
White (non-Hispanic)	80,866	80.0	17,993	76.0	18,532	76.0	20,126	77.0
Black/African American	8,275	8.0	2,326	9.0	2,685	11.0	2,280	8.7
Hispanic	4,492	4.0	959	4.0	1,178	4.0	1,011	3.9
Asian/Pacific American	1,844	1.0	503	2.0	300	1.0	826	3.2
Native American/American Indian	507	.5	157	0.6	138	0.6	0.5	
Alaskan Native	17	-.-	2	-.-	3	-.-	1	-.-
International or nonresident	1,414	1.0	345	1.0	295	1.0	736	2.8
Other	3,639	3.0	1,204	5.0	1,097	4.0	1,041	4.0
Total	101,054	100.0	23,489	100.0	24,228	100.0	26,145	100.0

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Table 30
Total Postbaccalaureate Enrollment,
by Race/Ethnicity and Specialty Area, 1991

	Teaching		Counseling		Administration		Other	
	N	%	N	%	N	%	N	%
White (non-Hispanic)	82,511	83.9	21,610	81.4	19,209	78.7	15,475	80.6
Black/African American	6,344	6.5	2,300	8.7	2,427	9.9	1,253	6.5
Hispanic	2,992	3.0	906	3.4	990	4.1	943	4.9
Asian/Pacific American	989	0.9	252	0.9	273	1.0	264	1.4
Native American/American Indian	380	-.-	129	0.5	362	1.5	55	0.3
Alaskan Native	39	-.-	27	-.-	2	-.-	-.-	-.-
International or nonresident	1,477	1.5	309	1.2	550	2.3	506	2.6
Other	3,624	3.7	1,011	3.8	604	2.5	701	3.7
Total	98,356	100.0	26,544	100.0	24,417	100.0	19,197	100.0

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1991.

Postbaccaluareate Enrollment by Specialty Area, Race/Ethnicity, and Gender

Tables 31 through 33 detail postbaccalaureate enrollments by race/ethnicity and gender. In teaching programs, female enrollment remains overwhelmingly higher (76%) than male enrollment (23%). Alaskan Native is the only group that has more males (53%) than females (47%) in teaching. Black/African American, Hispanic, and Asian/Pacific Americans enroll approximately 25 percent of males in teaching (see Table 31).

Female enrollment in counseling programs is higher (62%) than male enrollment (38%). Asian/Pacific Americans enroll the highest percentage of females in counseling (71%), followed by Black/African American females (69%). Native American/American Indians have the highest male enrollment in counseling (42%), except for the international or nonresident group (44%; see Table 32).

Enrollment rates for minority males are highest in administration programs. Male enrollment in administration across groups is approximately 38 percent; Native American/American Indian and international male enrollments exceed 40 percent (42% and 44%, respectively). In addition, administration is the only specialty in which Black/African American and Hispanic enrollments exceed 30 percent (see Table 33).

Table 31
Postbaccalaureate Enrollment in Teaching, by Race/Ethnicity and Gender, 1995

	Male		Female	
	N	%	N	%
White (non-Hispanic)	18,961	23.5	61,905	76.6
Black/African American	2,052	24.8	6,223	75.2
Hispanic	1,136	25.3	3,356	74.7
Asian/Pacific American	456	24.7	1,388	75.3
Native American/American Indian	135	26.2	372	73.4
Alaskan Native	9	52.9	8	47.1
International or nonresident	374	26.5	1,040	73.6
Other	888	24.4	2,751	75.6
Total	24,011	23.8	77,043	76.2

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Table 32
Total Postbaccalaureate Enrollment in Counseling, by Race/Ethnicity and Gender, 1995

	Male		Female	
	N	%	N	%
White (non-Hispanic)	4,076	22.7	13,917	75.6
Black/African American	497	21.4	1,829	78.6
Hispanic	218	22.7	741	77.3
Asian Pacific American	145	27.2	377	72.8
Native American/American Indian	30	19.1	127	80.9
Alaskan Native	1	50.0	1	50.0
International or nonresident	77	22.3	268	77.7
Other	277	23.0	927	77.0
Total	5,313	22.6	18,176	77.4

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Table 33
Total Postbaccalaureate Enrollment in Administration, by Race/Ethnicity and Gender, 1995

	Male		Female	
	N	%	N	%
White (non-Hispanic)	7,264	39.2	11,268	60.8
Black/African American	830	30.9	1,855	69.1
Hispanic	420	35.7	758	64.3
Asian/Pacific American	96	29.0	231	71.0
Native American/American Indian	58	42.0	80	58.0
Alaskan Native	1	33.3	2	66.7
International or nonresident	131	44.4	164	55.6
Other	396	36.1	701	63.9
Total	9,187	37.9	15,041	62.1

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

SCDE DOCTORAL ENROLLMENT

The enrollment rates for females in SCDE doctoral programs (66%) is higher than enrollment rates for males (35%). However, doctoral enrollment rates for minority males are higher than in most undergraduate education programs. In particular, males represent almost 35 percent of Hispanic enrollment, followed by Native American/American Indian males at 34 percent. Although more Black/African American males are enrolled than in other sectors of education, they still fall below the percentage for all males at 31 percent (see Table 34).

Table 34
Total SCDE Doctoral Enrollment,
by Race/Ethnicity and Gender, 1995

	Male		Female	
	N	%	N	%
White (non-Hispanic)	7,899	34.3	15,122	65.7
Black/African American	1,058	31.0	2,358	69.0
Hispanic	548	34.8	1,025	65.2
Asian/Pacific American	326	33.3	654	66.7
Native American/American Indian	98	33.8	192	66.2
Alaskan Native	0	-.-	1	100.0
International or nonresident	875	44.0	1,113	56.0
Other	431	34.2	830	65.5
Total	11,235	34.5	21,295	65.5

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

REGIONAL SUMMARIES

NORTHEAST REGION

Elementary and Secondary Education

Students

The District of Columbia enrolls the highest percentage of Black/African American students in K-12 public schools. The enrollment rates for Black/African American students in the District of Columbia increased from 90 percent in 1990 to 92 percent in 1993-94, whereas the enrollment rates for White students decreased from 4 percent to 2 percent in the same period. Maine, on the other hand, has the lowest minority enrollment (2%), followed closely by New Hampshire and Vermont (approximately 3%). New York has the highest percentage of Hispanic and Asian students (17% and 6%, respectively). In the Northeast, White student enrollment in public schools increased in every state except for Delaware, the District of Columbia, and Vermont. Black/African American enrollment declined in seven of 12 states in this region from 1990 to 1994 (see Table 35).

Teachers and Administrators

The District of Columbia also employs the highest percentage of teachers of color (approximately 70%). The percentage of Black/African American teachers decreased in every state in this region except for Pennsylvania, where there was a slight increase. The percentage of White public school teachers increased in eight of 12 states in this region. New York has the highest percentage of Hispanic teachers (7%). New Jersey is one of two states where the percentage of Asian/Pacific American teachers is above 1 percent; the other is Maryland. The presence of teachers of color in Maine is negligible (less than 1%; see Table 36).

The District of Columbia's population of public school principals is almost entirely minority; most are Black/African American (96%). Maryland has the second highest number of minority principals (25%), followed by Delaware, where minority principals comprise 19 percent. New York also has the highest percentage of Hispanic principals (almost 4%). Maine, Vermont, and New Hampshire have the lowest number of minority principals (less than 1%; see Table 37).

Postsecondary Enrollment

The District of Columbia and Delaware have the highest percentage of Black/African American students in higher education (31% and 13%, respectively). New York enrolls the highest percentage of Hispanic and Asian/Pacific American students (9% and 6%, respectively). Maine has the fewest minority students (approximately 4%; see Table 38).

Teacher Education Undergraduate Enrollment

Maryland has the highest Black/African American enrollment in undergraduate SCDE programs (23%), followed by Delaware (6%) and New Jersey (6%). New Jersey also enrolls the highest percentage of Hispanics (6%). District of Columbia enrollment rates of Black/African American and Asian/Pacific American education students are 3 percent. Maine is the only state with Native American enrollments approaching 1 percent (see Table 39).

Table 35
Northeast Region
Total Percentage of Public School Students, by State and Race/Ethnicity, 1993-94

	White	Black/ African American	Hispanic	Asian/ Pacific American	American Indian/ Alaskan Native	Total Minority
Connecticut	75.7	13.5	8.3	2.2	0.2	24.3
Delaware	65.9	28.4	3.8	1.7	0.2	34.1
District of Columbia	1.5	91.6	5.8	0.9	-.-	98.5
Maine	97.7	0.7	0.4	0.7	0.5	2.3
Maryland	58.7	35.4	2.3	3.4	0.3	41.3
Massachusetts	78.7	9.2	9.0	3.0	0.2	21.3
New Hampshire	96.8	1.0	0.9	1.2	0.2	3.3
New Jersey	65.7	16.7	13.4	4.1	0.1	34.3
New York	57.9	18.6	16.7	6.3	0.4	42.1
Pennsylvania	79.9	16.2	2.4	1.5	0.1	20.1
Rhode Island	79.3	7.7	8.6	4.0	0.5	20.7
Vermont	96.8	1.3	0.4	1.3	0.2	3.2

Source: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, SASS by State. *1993-94 Schools and Staffing Survey: Selected State Results.*

Table 36
Northeast Region
Percentage Distribution of Public Elementary and Secondary School Teachers, by State and Race/Ethnicity, Fall 1993-94

	White	Black/African American	Hispanic	Asian/ Pacific American	American Indian/ Alaskan Native
Connecticut	95.3	2.8	1.4	0.4	0.1
Delaware	90.9	7.9	0.4	0.6	0.2
District of Columbia	30.3	65.4	3.5	0.8	-.-
Maine	99.5	0.1	0.1	-.-	-.-
Maryland	83.9	12.9	2.0	1.1	0.1
Massachusetts	92.9	2.2	3.1	0.1	0.1
New Hampshire	98.0	0.3	0.7	0.1	0.8
New Jersey	90.3	5.1	3.3	1.2	0.1
New York	85.4	6.0	7.2	0.8	0.6
Pennsylvania	92.9	5.4	1.0	0.3	0.5
Rhode Island	96.9	1.3	1.2	-.-	0.4
Vermont	96.2	0.4	1.5	0.1	0.6

Source: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, *1993-94 Schools and Staffing Survey*, Teacher Questionnaire.

Table 37
Northeast Region
Percentage Distribution of Public School Principals by State and Race/Ethnicity, 1993-94

	White	Black/African American	Hispanic	Asian/Pacific American	American Indian/ Alaskan Native	Minority
Connecticut	88.3	10.1	1.2	-.-	0.3	11.7
Delaware	80.7	19.3	-.-	-.-	-.-	19.3
District of Columbia	-.-	96.2	2.2	-.-	1.6	100.0
Maine	99.8	-.-	-.-	-.-	0.2	0.2
Maryland	75.3	24.2	0.3	-.-	0.2	24.7
Massachusetts	94.5	4.3	0.1	-.-	1.1	5.5
New Hampshire	99.2	-.-	0.8	-.-	-.-	0.8
New Jersey	87.5	12.4	0.1	-.-	-.-	12.5
New York	84.9	10.7	3.5	0.6	0.3	15.1
Pennsylvania	89.6	8.0	2.0	0.4	-.-	10.4
Rhode Island	97.9	0.9	0.7	0.5	-.-	2.1
Vermont	99.3	-.-	-.-	-.-	0.7	0.7

Source: U.S. Department of Education, Office of Educational Research and Improvement, SASS by State, *1993-94 Schools and Staffing Survey: Selected State Results*.

Table 38
Northeast Region
Total Fall Enrollment in Institutions of Higher Education, by State and Race/Ethnicity, 1995

	Total	White	Black/African American	Hispanic	Asian/Pacific American	American Indian/ Alaskan Native	International/ Nonresident
Connecticut	159,990	80.9	7.4	7.7	3.3	0.3	0.3
Delaware	44,197	80.2	13.3	1.7	2.1	0.4	2.3
District of Columbia	77,705	40.3	31.2	3.6	5.3	2.7	10.8
Maine	56,724	95.4	0.8	0.5	1.3	1.0	1.0
Maryland	266,214	67.7	9.7	1.7	2.3	0.5	3.0
Massachusetts	416,505	78.8	5.5	4.1	5.6	0.4	5.9
New Hampshire	62,487	93.7	1.3	1.2	1.5	0.4	1.8
New Jersey	335,480	70.2	11.7	8.8	5.8	2.6	3.3
New York	1,057,841	67.4	12.9	9.2	6.2	0.3	3.8
Pennsylvania	611,174	84.3	7.6	1.8	3.3	0.3	2.8
Rhode Island	74,718	85.7	4.1	3.2	3.4	0.3	3.2
Vermont	35,409	93.1	1.1	1.2	1.8	0.6	2.1

Source: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, Integrated Postsecondary Education Data System (IPEDS), *Fall Enrollment Surveys, 1996*.

Table 39
Northeast Region
Undergraduate SCDE Enrollment, by State and Race Ethnicity, 1995

	Total	White	Black/African American	Hispanic	Asian/Pacific American	Native American	Alaskan Native	International/ Nonresident	Other
Connecticut	863	89.9	5.1	1.9	1.3	0.3	-.-	-.-	1.5
Delaware	2,715	90.4	5.9	1.1	0.8	0.3	-.-	0.1	1.2
District of Columbia	176	86.4	2.8	5.7	2.8	-.-	-.-	1.7	0.6
Maine	2,191	92.3	0.6	0.1	0.5	0.9	-.-	5.0	0.6
Maryland	4,854	71.4	23.1	1.7	2.5	0.4	-.-	0.4	0.4
Massachusetts	3,674	91.3	2.7	1.4	1.6	0.2	-.-	0.3	2.5
New Hampshire	1,777	91.1	0.1	0.5	0.5	0.3	-.-	0.3	7.2
New Jersey	5,335	84.1	5.9	6.0	1.2	0.2	0.4	0.1	1.9
New York	8,787	86.7	4.1	5.8	1.5	0.3	-.-	0.5	1.1
Pennsylvania	22,317	94.0	2.4	0.8	0.6	0.2	-.-	0.2	1.7
Rhode Island	2,189	89.8	2.6	2.2	1.5	0.3	-.-	0.8	2.8
Vermont	567	96.5	1.4	1.4	0.5	-.-	-.-	0.2	-

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

SOUTHEAST REGION

Elementary and Secondary Education

Students

In the Southeast, Mississippi enrolls the highest percentage of minority and Black/African American students in K-12 public schools (50% and 51%, respectively). Louisiana and South Carolina follow in minority enrollment (49% and 44%, respectively). Florida has the highest Hispanic enrollment (13%), Virginia enrolls the highest percentage of Asian/Pacific American students (3%), followed by Louisiana (2%; see Table 40).

Teachers and Administrators

Georgia has the highest percentage of Black/African American teachers (21%), followed closely by Louisiana and Mississippi (20%). Florida has the highest percentage of Hispanic public school teachers (8%). North Carolina has the highest percentage of Native American teachers (1%; see Table 41).

Louisiana has the highest percentage of minority and Black/African American public school principals (approximately 36% and 35%, respectively). Mississippi and Georgia follow with approximately 30 percent and 26 percent, respectively. Florida has the highest percentage of Hispanic principals (almost 7%). Virginia and Florida are the only states that have at least 1 percent Asian/Pacific American principals. The highest percentage of Native American principals is in North Carolina (about 2%; see Table 42).

Postsecondary Enrollment

Mississippi has the highest enrollment of Black/African Americans in higher education (29%), followed by Lousiana and South Carolina, which enroll 26 percent and 24 percent, respectively. Florida has the highest percentage of Hispanic students in higher education (13%). The highest percentage of Asian/Pacific American students enroll in Virginia institutions, where they make up approximately 5 percent of the student body. North Carolina is the only state in which Native American student enrollment in higher education is at least 1 percent (see Table 43).

Teacher Education Undergraduate Enrollment

Enrollment rates of Black/African American teacher education students increased in seven states and declined in five states from 1991 to 1995. Virginia enrolled the highest percentage of Black/African American undergraduate teacher education students (38%), followed by North Carolina (34%). Florida has the highest percentage of Hispanic student enrollment (approximately 9%). Enrollment of Native American students in the Southeast is less than 1 percent (see Table 44).

Table 40
Southeast Region
Percentage of Public School Students, by State and Race/Ethnicity, 1993-94

	White	Black/ African American	Hispanic	Asian/ Pacific American	Native American/ Alaskan Native	Total Minority
Alabama	63.0	35.3	0.4	0.4	0.9	37.0
Arkansas	73.8	24.3	0.8	0.6	0.4	26.2
Florida	59.2	26.0	13.4	1.3	0.1	40.8
Georgia	59.4	37.5	1.8	1.2	0.1	40.6
Kentucky	90.9	8.2	0.3	0.6	0.1	9.1
Louisiana	51.2	45.8	1.1	1.5	0.4	48.8
Mississippi	49.0	49.7	0.2	0.8	0.4	51.1
North Carolina	65.8	30.8	1.2	0.9	1.3	34.2
South Carolina	55.9	42.1	1.0	0.8	0.1	44.1
Tennessee	75.0	23.8	0.4	0.7	0.1	25.0
Virginia	70.2	23.9	2.7	3.1	0.1	29.8
West Virginia	95.6	3.7	0.2	0.4	0.1	4.4

Source: U.S. Department of Education, Office of Educational Research and Improvement, SASS by State. *1993-94 Schools and Staffing Survey: Selected State Results.*

Table 41
Southeast Region
Percentage Distribution of Public Elementary and Secondary School Teachers, by State and Race/Ethnicity, 1995

	White	Black/African American	Hispanic	Asian/ Pacific American	American Indian/ Alaskan Native
Alabama	82.9	15.4	0.5	0.3	0.7
Arkansas	88.2	10.5	0.6	0.1	0.6
Florida	78.6	12.8	7.9	0.5	0.3
Georgia	77.2	21.1	1.2	0.4	0.1
Kentucky	95.0	3.1	1.0	0.2	0.7
Louisiana	77.5	20.2	1.2	0.4	0.8
Mississippi	79.3	19.5	0.7	0.2	0.3
North Carolina	84.2	11.9	1.8	0.8	1.3
South Carolina	82.9	15.3	0.8	0.3	0.7
Tennessee	84.9	13.2	1.1	0.2	0.6
Virginia	84.5	13.4	1.0	0.8	0.3
West Virginia	98.1	0.9	0.7	-.-	0.3

Source: U.S. Department of Education, National Center for Education Statistics, *1993-94 Schools and Staffing Survey*, Teacher Questionnaire.

Table 42
Southeast Region
Percentage Distribution of Public School Principals, by State and Race/Ethnicity, 1993-94

	White	Black/African American	Hispanic	Asian/Pacific American	American Indian	Total Minority
Alabama	79.0	18.8	1.1	-.-	1.0	21.0
Arkansas	83.5	15.8	-.-	-.-	0.8	16.5
Florida	76.9	15.6	6.5	1.0	-.-	23.1
Georgia	73.9	25.8	0.2	-.-	0.1	26.1
Kentucky	95.7	3.1	0.9	-.-	0.3	4.3
Louisiana	64.1	34.7	1.3	-.-	-.-	35.9
Mississippi	70.5	28.8	0.6	-.-	0.1	29.5
North Carolina	80.1	17.2	0.8	-.-	1.9	19.9
South Carolina	90.9	19.1	-.-	-.-	-.-	19.1
Tennessee	83.5	16.0	-.-	-.-	0.4	16.5
Virginia	80.3	17.5	1.0	1.2	-.-	19.7
West Virginia	95.7	2.4	1.9	-.-	-.-	4.3

Source: U.S. Department of Education, Office of Educational Research and Improvement, SASS by State, *1993-94 Schools and Staffing Survey, Selected State Results*.

Table 43
Southeast Region
Total Fall Enrollment in Institutions of Higher Education, by State and Race/Ethnicity, 1995

	Total	White	Black/African American	Hispanic	Asian/Pacific American	American Indian/ Alaskan Native	International/ Nonresident
Alabama	229,511	73.0	22.7	-.-	-.-	-.-	-.-
Arkansas	96,294	80.9	14.2	0.6	1.0	-.-	2.5
Florida	634,237	68.4	12.7	12.8	2.8	0.4	3.0
Georgia	308,587	69.2	24.2	1.5	2.4	0.3	2.4
Kentucky	182,577	89.5	6.8	0.6	1.1	0.3	1.7
Louisiana	203,567	66.8	25.7	2.3	2.0	0.5	2.6
Mississippi	120,884	67.7	29.1	0.5	0.8	0.3	1.5
North Carolina	369,386	74.8	19.8	1.1	1.9	1.0	1.5
South Carolina	173,070	74.0	24.3	0.8	1.3	0.3	1.8
Tennessee	242,966	80.7	14.8	0.9	1.4	0.3	1.9
Virginia	354,149	74.8	15.9	2.1	4.7	0.3	2.1
West Virginia	87,741	92.2	3.9	0.5	1.1	0.2	2.1

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment Survey, 1990.

Table 44
Southeast Region
Undergraduate SCDE Enrollment by State and Race/Ethnicity, 1995

	Total	White	Black/African American	Hispanic	Asian/Pacific American	Native American	Alaskan Native	International/ Nonresident	Other
Alabama	9,939	66.3	30.8	1.7	0.3	0.4	-.-	0.5	-.-
Arkansas	8,072	84.0	14.0	0.6	0.5	0.4	-.-	0.2	0.3
Florida	12,540	78.1	11.0	8.8	1.1	0.2	-.-	0.5	0.2
Georgia	8,228	79.9	16.7	0.9	1.0	0.1	-.-	0.4	1.1
Kentucky	8,260	91.9	5.9	0.3	0.3	0.2	-.-	0.1	1.3
Louisiana	10,073	75.6	21.1	1.2	0.4	0.5	-.-	0.1	0.9
Mississippi	3,213	72.5	26.6	0.3	0.3	0.1	-.-	0.1	-.-
North Carolina	8,769	76.0	21.2	0.9	0.6	0.4	-.-	0.6	0.2
South Carolina	4,397	64.1	34.4	0.5	0.5	0.2	-.-	0.2	0.1
Tennessee	6,727	85.4	12.7	0.8	0.4	0.2	-.-	0.1	0.4
Virginia	5,661	59.8	37.7	0.7	1.0	0.2	-.-	0.1	0.5
West Virginia	4,394	95.8	3.0	0.4	0.4	0.3	-.-	0.1	0.1

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

CENTRAL REGION

Elementary and Secondary Education

Students

Illinois has the highest percentage of Black/African American students in public elementary and secondary schools (20%). Michigan and Missouri follow next (16% and 15%, respectively). The highest percentage of Hispanic students is also in Illinois (approximately 10%). Minnesota has the highest percentage of Asian/Pacific Americans in public school (almost 4%). South Dakota has the highest percentage of Native American enrollments (just over 10%; see Table 45).

Teachers and Administrators

The highest percentage of Black/African American teachers can be found in Illinois (10%). Illinois also has the highest percentage of Hispanic teachers (2%). Michigan and Missouri have similar percentages of Black teachers (6% and 6%, respectively). Asian/Pacific American teachers number fewer than 1 percent in the region. North Dakota has the highest percentage of Native American teachers (2%; see Table 46).

Michigan has the highest percentage of Black/African American public school principals (18%), followed by Illinois (15%). Indiana and Illinois have the highest percentage of Hispanic principals (3% and 2%, respectively). Nebraska has by far the highest percentage of Native American principals (3%). The percentage of Asian/Pacific American principals in the region is negligible (see Table 47).

Postsecondary Enrollment

Michigan leads the region in Black/African American enrollments in higher education (almost 11%), followed closely by Indiana with 6 percent Black/African American enrollments. Kansas is the only state in the region with Hispanic enrollments of more than 2 percent. Minnesota and Michigan have the highest enrollment of Asian/Pacific Americans (3% each). South Dakota and North Dakota have the highest percentages of Native American students (6% and 5%, respectively; see Table 48).

Teacher Education Undergraduate Enrollment

Illinois leads the region in minority enrollments in undergraduate teacher education programs with 13 percent Black/African American, 5 percent Hispanic, and 2 percent Asian/Pacific American students. Michigan follows in Black/African American enrollment (6%). All other states in the region have at least 91 percent White enrollments. Minnesota has the second highest Asian/Pacific American enrollment (2%). Only South Dakota has Native American enrollments approaching 2 percent (see Table 49).

Table 45
Central Region
Total Percentage of Public School Students, by State and Race/Ethnicity, 1993-94

	White	Black/African American	Hispanic	Asian/ Pacific American	American Indian/ Alaskan Native	Total Minority
Illinois	67.8	20.2	9.9	2.0	0.1	32.2
Indiana	85.9	11.7	1.6	0.7	0.1	14.1
Iowa	92.6	3.8	1.7	1.6	0.4	7.5
Kansas	84.6	7.4	5.4	1.5	1.1	15.4
Michigan	79.2	16.2	2.3	1.5	0.9	20.8
Minnesota	88.7	4.2	1.6	3.5	2.1	11.3
Missouri	81.9	15.2	1.1	1.6	0.2	18.1
Nebraska	92.8	2.7	2.6	1.0	1.0	7.2
North Dakota	91.4	0.6	1.3	0.7	6.0	8.6
Ohio	84.2	13.5	1.4	0.9	0.1	15.8
South Dakota	87.8	0.5	0.5	0.6	10.6	12.2
Wisconsin	82.2	11.3	2.9	2.1	1.4	17.8

Source: U.S. Department of Education, National Center for Education Statistics. *1990 Elementary and Secondary School Civil Rights Survey*, National and State Summary of Reported Data.

Table 46
Central Region
Percentage Distribution of Public Elementary and Secondary School Teachers, by State and Race/Ethnicity, Fall 1995

	White	Black/African American	Hispanic	Asian/ Pacific American	American Indian/ Alaskan Native
Illinois	86.9	10.4	2.2	0.3	0.3
Indiana	95.8	2.2	1.0	0.4	0.6
Iowa	98.0	0.1	1.0	0.4	0.5
Kansas	96.4	1.1	1.1	0.3	1.1
Michigan	91.9	5.9	1.4	0.1	0.7
Minnesota	97.2	0.7	1.3	0.3	0.5
Missouri	92.1	5.6	1.5	0.1	0.7
Nebraska	99.5	0.2	0.3	-.-	-.-
North Dakota	97.3	-.-	0.5	0.1	2.1
Ohio	94.1	5.1	0.1	0.1	0.5
South Dakota	97.4	0.3	0.5	0.1	1.7
Wisconsin	97.5	1.0	0.8	0.3	0.4

Source: U.S. Department of Education, National Center for Education Statistics. *1993-94 Schools and Staffing Survey*, Teacher Questionnaire.

Table 47
Central Region
Percentage of Public School Principals, by State and Race/Ethnicity,1993-94

	White	Black/African American	Hispanic	Asian/Pacific American	American Indian/ Alaskan Native	Total Minority
Illinois	82.1	14.7	2.2	0.6	0.5	17.9
Indiana	89.5	7.2	2.6	-.-	0.7	10.5
Iowa	97.1	0.9	1.1	-.-	0.9	2.9
Kansas	94.3	4.1	1.2	-.-	0.5	5.7
Michigan	81.3	18.0	-.-	-.-	0.7	18.7
Minnesota	96.2	2.2	0.5	-.-	1.1	3.8
Missouri	90.5	7.9	0.8	-.-	0.9	9.5
Nebraska	94.1	1.8	0.7	-.-	3.4	5.9
North Dakota	98.7	-.-	-.-	0.3	1.0	1.3
Ohio	92.1	7.9	-.-	-.-	-.-	7.9
South Dakota	98.4	-.-	0.9	-.-	1.6	2.5
Wisconsin	93.2	5.6	0.8	-.-	0.4	6.8

Source: U.S. Department of Education, Office of Educational Research and Improvement, SASS by State, *1993-94 Schools and Staffing Survey: Selected State Results*.

Table 48
Central Region
Total Fall Enrollment in Institutions of Higher Education, by Race/Ethnicity of Student and by State, 1994

	Total	White	Black/African American	Hispanic	Asian/ Pacific American	Native American/ Alaskan Native	International/ Nonresident
Indiana	292,276	86.8	6.1	2.0	1.8	0.4	2.9
Iowa	172,450	88.9	2.9	1.6	2.1	0.4	4.2
Kansas	170,603	85.1	4.8	2.8	2.0	1.5	3.8
Michigan	551,307	80.8	10.8	2.0	2.7	0.8	2.9
Minnesota	289,300	90.0	2.4	1.3	3.1	1.0	2.1
Missouri	293,810	84.4	8.8	1.5	2.1	0.5	2.7
Nebraska	116,000	90.1	2.9	1.9	1.6	0.8	2.2
North Dakota	40,184	88.3	0.8	0.6	0.9	5.3	4.2
Ohio	549,304	84.4	0.9	1.4	1.9	0.4	2.9
South Dakota	37,764	89.3	0.8	0.5	0.8	6.3	2.3
Wisconsin	303,861	88.5	4.3	2.0	2.1	0.8	2.3

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment Survey, 1990.

Table 49
Central Region
Undergraduate SCDE Enrollment, by State and Race/Ethnicity, 1995

	Total	White	Black/African American	Hispanic	Asian/Pacific American	Native American	Alaskan Native	International/ Nonresident	Other
Illinois	17,837	78.8	13.3	5.1	1.6	0.3	-.-	0.2	0.7
Indiana	11,600	93.7	3.6	1.2	0.7	0.3	-.-	0.2	0.2
Iowa	8,792	94.1	2.2	1.0	0.9	0.3	-.-	0.7	0.8
Kansas	5,578	91.7	3.3	2.2	0.7	1.0	-.-	0.3	0.4
Michigan	12,579	91.0	5.5	1.3	0.9	0.5	-.-	0.3	0.5
Minnesota	5,155	94.0	1.6	0.7	1.5	1.1	-.-	0.7	0.4
Missouri	7,031	94.8	2.4	0.8	0.5	0.8	-.-	0.2	0.5
Nebraska	4,073	96.3	1.4	1.0	0.7	0.4	-.-	0.2	0.1
North Dakota	1,061	92.3	0.7	0.9	0.3	1.2	0.2	3.6	0.8
Ohio	13,879	93.3	4.6	1.0	0.3	0.3	-.-	0.1	0.3
South Dakota	2,837	96.8	0.9	0.5	-.-	1.5	-.-	0.3	-.-
Wisconsin	10,292	92.2	3.3	2.2	1.4	0.6	-.-	0.1	0.1

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

WESTERN REGION

Elementary and Secondary Education

Students

In the Western region, Hawaii has the highest percentage of minority students in public elementary and secondary schools (78%). Texas has the highest percentage of Black/African American students (12%), followed by Oklahoma (11%). New Mexico has the highest percentage of Hispanic students (46%), followed by California and Texas (36% and 35%, respectively). Apart from Hawaii, California has the highest percentage of Asian/Pacific American K-12 students (10%). Alaska has the most Native American/Alaskan Native students (24%); Oklahoma and Montana rank second and third (13% and 11%, respectively). Utah has the highest number of White students enrolled (approximately 91%; see Table 50).

Teachers and Administrators

Arizona has the highest percentage of Black/African American public school teachers (11%). Hawaii has the highest percentage of Asian/Pacific American teachers (61%), followed by California (4%). Oklahoma has the highest percentage of American Indian/Native American teachers (approximately 7%). Idaho has the highest percentage of White teachers (97%). New Mexico and Texas have the highest percentage of Hispanic teachers (21% and 13%, respectively; see Table 51).

Hawaii has the highest percentage of minority public school principals (80%). Asian/Pacific Americans comprise 76 percent of principals in Hawaii. California has the highest percentage of Black/African American principals (9%), followed closely by Nevada (9%). New Mexico has the highest percentage of Hispanic principals (39%), followed by Arizona and Texas (17% and 15%, respectively). Apart from Hawaii, Washington and California have the highest percentage of Asian/Pacific American principals (approximately 3%). Oklahoma has the highest percentage of Native American principals (7%) of any other state in the nation (see Table 52).

Postsecondary Enrollment

Texas has the highest percentage of Black/African American students in higher education (almost 10%), followed by California and Oklahoma (8% and 7%, respectively). New Mexico has the highest percentage of Hispanic students (30%), followed by Texas (20%) and California (19%). As in other areas of education, Hawaii has the highest percentage of Asian/Pacific Americans (59%). California is the only other state in the Western region that has an Asian/Pacific American enrollment of more than 10 percent (13%). Alaska, Montana, and Oklahoma have the highest percentages of Native American enrollments (9%, 9%, and 7%, respectively; see Table 53).

Teacher Education Undergraduate Enrollment

Enrollments in teacher education programs follow the enrollment patterns of higher education with a few exceptions. California enrolls the second highest percentage of Hispanics (23%). Texas and California enroll similar percentages of Black/African American students (approximately 7%). Oklahoma enrolls the highest percentage of Native American students (8%; see Table 54).

Table 50
Western Region
Percentage of Public School Students, by State and Race/Ethnicity, 1993-94

	White	Black/ African American	Hispanic	Asian Pacific American	Native American/ American Indian	Total Minority
Alaska	66.0	4.2	2.3	3.7	23.9	34.0
Arizona	59.9	4.2	26.4	1.6	7.9	40.1
California	45.8	7.4	35.5	10.4	0.9	54.2
Colorado	74.3	4.7	17.7	2.3	1.0	25.7
Hawaii	21.6	2.4	3.6	71.7	0.6	78.4
Idaho	90.6	0.4	7.2	0.8	1.0	9.4
Montana	86.5	0.4	1.1	0.8	11.2	13.6
Nevada	71.0	9.1	14.7	3.2	1.9	29.0
New Mexico	39.9	2.4	46.4	1.2	10.0	60.1
Oklahoma	71.6	11.0	3.3	1.2	13.0	28.4
Oregon	79.9	2.6	5.8	2.8	2.4	13.7
Texas	50.6	12.2	35.2	1.9	0.2	49.5
Utah	91.1	0.7	4.5	2.1	1.7	8.9
Washington	79.7	4.2	7.0	6.5	2.6	20.3
Wyoming	89.9	0.9	6.0	0.6	2.6	10.1

Source: U.S. Department of Education, Office of Educational Research and Improvement, SASS by State. *1993-94 Schools and Staffing Survey: Selected State Results.*

Table 51
Western Region
Percentage Distribution of Public Elementary and Secondary School Teachers, by State and Race/Ethnicity, Fall 1995

	White	Black/ African American	Hispanic	Asian/ Pacific American	Native American/ American Indian
Alaska	89.9	1.3	2.3	1.4	5.0
Arizona	84.6	10.5	0.7	1.0	3.0
California	80.0	4.6	10.2	4.0	1.2
Colorado	90.3	1.5	6.9	0.7	0.8
Hawaii	34.1	0.3	3.5	61.1	1.2
Idaho	97.2	-.-	2.0	0.7	0.2
Montana	96.6	-.-	0.7	0.4	2.4
Nevada	86.5	6.3	5.0	1.2	1.0
New Mexico	73.7	0.9	21.1	1.6	2.7
Oklahoma	88.7	2.3	1.9	0.5	6.6
Oregon	95.7	0.4	2.3	1.0	0.6
Texas	81.6	5.0	12.7	0.2	0.6
Utah	96.0	0.1	2.5	1.0	0.4
Washington	95.0	0.7	1.4	1.9	1.0
Wyoming	96.1	0.2	2.2	0.4	1.1

Source: U.S. Department of Education, National Center for Education Statistics, *1993-94 Schools and Staffing Survey, Teacher Questionnaire.*

Table 52
Western Region
Percentage of Public School Principals, by State and Race/Ethnicity, 1993-94

	White	Black/ African American	Hispanic	Asian/ Pacific American	Native American/ American Indian	Total Minority
Alaska	87.3	1.8	1.6	2.2	7.1	12.7
Arizona	77.3	3.2	16.8	0.8	2.1	22.8
California	74.3	9.0	13.4	3.1	0.2	25.7
Colorado	84.8	2.2	11.8	-.-	1.4	15.4
Hawaii	19.6	2.4	1.9	76.0	-.-	80.4
Idaho	97.6	-.-	1.4	1.0	-.-	2.4
Montana	95.2	0.3	0.6	-.-	3.9	4.8
Nevada	85.5	8.7	4.0	-.-	1.8	14.5
New Mexico	58.9	0.4	38.5	-.-	2.2	41.1
Oklahoma	88.5	4.0	0.2	-.-	7.3	11.5
Oregon	92.7	2.5	3.3	-.-	1.4	7.3
Texas	76.4	7.2	15.2	0.6	0.6	23.6
Utah	94.4	1.2	2.6	0.6	1.3	5.6
Washington	88.4	5.3	1.2	3.2	2.0	11.6
Wyoming	99.3	-.-	-.-	-.-	0.7	0.7

Source: U.S. Department of Education, Office of Educational Research and Improvement, SASS by State *1993-94 Schools and Staffing Survey: Selected State Results*.

Table 53
Western Region
Total Fall Enrollment in Institutions of Higher Education, by Race/Ethnicity of Student and by State, 1994

	Total	White	Black/African American	Hispanic	Asian/ Pacific American	American Indian/ Alaskan Native	International/ Nonresident
Alaska	28,798	79.6	3.7	2.5	5.7	9.1	5.9
Arizona	274,932	73.9	3.2	13.4	3.0	3.7	2.7
California	1,835,791	51.3	7.5	18.7	13.1	1.1	4.6
Colorado	241,295	81.0	3.3	8.8	3.2	1.2	2.5
Hawaii	64,322	26.9	2.4	2.4	59.2	0.1	8.6
Idaho	60,393	91.6	0.6	2.6	1.3	1.4	2.4
Montana	40,095	86.0	0.4	1.2	0.1	8.9	2.8
Nevada	64,085	78.1	5.1	6.8	5.4	1.6	3.0
New Mexico	101,881	57.1	2.5	30.1	1.5	6.9	1.8
Oklahoma	185,174	76.5	7.3	2.2	2.2	7.3	4.5
Oregon	164,447	84.2	1.6	3.2	5.4	1.5	4.1
Texas	954,495	63.1	9.8	19.5	4.3	0.5	2.8
Utah	146,196	90.0	0.6	2.5	2.1	1.0	3.8
Washington	284,662	80.3	3.6	3.4	0.1	1.8	3.3
Wyoming	30,682	91.5	0.8	3.7	0.7	1.5	1.7

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment Survey, 1996.

Table 54
Western Region
Undergraduate SCDE Enrollment, by State and Race/Ethnicity, 1995

	Total	White	Black/African American	Hispanic	Asian/Pacific American	Native American	Alaskan Native	International/ Nonresident	Other
Alaska	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Arizona	4,529	75.0	2.2	13.9	2.0	5.7	0.7	0.2	0.3
California	6,769	55.7	6.8	23.0	4.1	0.9	-.-	-.-	9.5
Colorado	5,825	84.5	2.0	9.0	2.2	0.9	-.-	0.1	1.3
Hawaii	752	31.0	0.1	1.2	59.4	0.7	-.-	-.-	7.6
Idaho	1,487	95.2	0.6	2.2	0.2	0.9	-.-	0.4	0.4
Montana	2,787	89.2	0.3	1.0	0.4	4.6	-.-	0.4	4.1
Nevada	2,422	81.8	2.8	5.4	3.4	1.0	-.-	0.8	4.8
New Mexico	2,826	54.2	1.3	42.0	0.5	1.6	-.-	0.4	-.-
Oklahoma	8,870	82.3	6.0	1.6	0.5	8.0	-.-	0.3	1.3
Oregon	736	93.1	0.3	3.4	2.0	1.0	-.-	0.3	-.-
Texas	17,937	73.0	7.0	13.9	0.9	0.3	-.-	0.3	4.6
Utah	5,398	91.1	0.3	1.4	1.1	0.6	-.-	1.2	4.3
Washington	1,768	85.1	1.2	4.9	5.0	2.7	-.-	0.5	0.7
Wyoming	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

STATE-BY-STATE SUMMARIES

Public Elementary and Secondary Education

The following tables summarize public school demographics, ranking states by minority status. Table 55 shows the percentage of minority students, minority teachers, and minority principals by state. The District of Columbia leads the list with approximately 99 percent student enrollment and 87 percent minority teachers. Maine has the lowest minority student enrollment (approximately 2%) and the fewest minority teachers (fewer than 1%).

Table 55
Percentage of Minority Students, Teachers, and Principals in Public Schools by State, Ranked by Minority Student Percentage, 1993-94

	Minority Students	Minority Teachers	Minority Principals
District of Columbia	98.5	87.2	100.0
Hawaii	78.4	76.8	80.4
New Mexico	60.1	26.5	41.1
California	54.2	20.7	25.7
Mississippi	51.0	23.9	29.5
Texas	49.4	18.9	23.6
Louisiana	48.8	24.5	35.9
South Carolina	44.1	18.3	19.1
New York	42.1	15.3	15.1
Maryland	41.3	17.5	24.7
Florida	40.8	22.9	23.1
Georgia	40.6	24.8	26.1
Arizona	40.1	15.9	22.7
Alabama	37.0	19.2	21.0
New Jersey	34.3	9.8	12.5
North Carolina	34.2	16.9	19.9
Delaware	34.1	11.8	19.4
Alaska	34.0	10.7	12.7
Illinois	32.2	13.4	17.9
Virginia	29.8	16.3	19.7
Nevada	29.0	12.6	14.5
Oklahoma	28.4	11.9	11.5
Arkansas	26.2	12.4	16.5
Colorado	25.7	10.3	15.2
Tennessee	25.0	15.8	16.5
Connecticut	24.3	5.3	11.7
Massachusetts	21.3	7.4	5.5
Michigan	20.8	9.9	18.7
Rhode Island	20.7	3.2	2.1
Washington	20.3	5.1	11.6
Pennsylvania	20.1	7.6	10.4
Missouri	18.1	8.4	9.5
Wisconsin	17.8	2.7	6.8
Ohio	15.8	6.7	7.9
Kansas	15.4	3.3	5.7
Indiana	14.1	4.5	10.5
Oregon	13.7	4.3	7.3
Montana	13.5	3.8	4.8
South Dakota	12.2	1.4	1.6
Minnesota	11.3	2.3	3.8
Wyoming	10.1	4.0	0.7
Idaho	9.4	2.4	2.4
Kentucky	9.1	5.7	4.3
Utah	8.9	4.1	5.6
North Dakota	8.6	2.0	1.3
Iowa	7.4	2.2	2.9
Nebraska	7.2	0.6	5.9
West Virginia	4.4	2.2	4.3
New Hampshire	3.2	1.6	0.8
Vermont	3.2	2.3	0.7
Maine	2.3	0.5	0.2

Source: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, SASS by State: *1993-94 Schools and Staffing Survey: Selected State Results*.

SCDE UNDERGRADUATE PROGRAM ENROLLMENT SUMMARY

The following tables detail undergraduate teacher education enrollments by state, ranked by minority percentage. For comparison, Table 56 details enrollments across higher education, ranked by minority percentage

Early Childhood Education

Mississippi (100%), Guam (85%), and Hawaii (76%) have the highest percentages of minority enrollments in early childhood education programs. Mississippi (100%), Virginia (43%), and South Carolina (34%) enroll the highest percentage of Black/African Americans in education. New Mexico (24%), New Jersey (21%), and New York (18%) enroll the highest percentages of Hispanics. Guam (83%) and Hawaii (72%) enroll the highest percentages of Asian/Pacific Americans. Arizona (8%) and Oklahoma (7%) enroll the highest percentages of Native American/American Indians (see Table 57).

Elementary Education

Outside Puerto Rico (100%), Guam (91%), New Mexico (46%), and South Carolina (40%) have the highest percentages of minority enrollments in elementary education programs. South Carolina (38%), Mississippi (26%), and Virginia (25%) enroll the highest percentages of Black/African Americans in elementary education. Puerto Rico (100%), New Mexico (42%), and California (17%) enroll the highest percentages of Hispanics. Guam (90%) and Hawaii (55%) enroll the highest percentages of Asian/Pacfic Americans. Arizona (8%) and Oklahoma (7%) enroll the highest numbers of Native American/American Indians. New Jersey (1%) and North Dakota (1%) enroll the highest percentage of Alaskan Natives (see Table 58).

Secondary Education

Outside Puerto Rico (100%), Guam (86%), Hawaii (61%), and Virginia (47%) have the highest percentage of minority enrollments in secondary education. Virginia (45%), South Carolina (33%), and Alabama (28%) enroll the highest percentage of Black/African Americans in secondary education. Puerto Rico (100%), New Mexico (36%), and California (14%) enroll the highest percentages of Hispanics. Guam (84%) and Hawaii (60%) enroll the highest percentages of Asian/Pacific Americans. Oklahoma (10%) and Montana (4%) enroll the highest number of Native American/American Indians (see Table 59).

Special Education

Puerto Rico (98%), Guam (79%), and Hawaii (67%) enroll the highest percentages of minorities in special education. Virginia (50%), Maryland (45%), and Mississippi (32%) enroll the highest percentages of Black/African Americans in special education. Puerto Rico (98%), New Mexico (40%), Texas (12%), and California (9%) enroll the highest percentages of Hispanics. Guam (75%) and Hawaii (66%) enroll the highest percentages of Asian/Pacific Americans. Oklahoma (8%) and Montana (7%) enroll the highest numbers of Native American/American Indians. Arizona (4%) enrolls the highest percentage of Alaskan Natives (see Table 60).

Bilingual Education

Puerto Rico (99%), Illinois (94%), and New Mexico (94%) enroll the highest percentages of minorities in bilingual education programs. New York (27%) and Michigan (7%) enroll the highest percentages of Black/African Americans. Puerto Rico (99%), New Mexico (94%), and Illinois (83%) enroll the highest percentages of Hispanics. Wisconsin (31%) and New Jersey (13%) have the highest percentages of Asian/Pacific Americans enrolled. Arizona has a 26-percent enrollment of Native Americans/American Indians. Alaskan Native enrollment in bilingual education is negligible (see Table 61).

Vocational Education

Puerto Rico (100%), Guam (89%), and Hawaii (80%) have the highest percentages of minority enrollments in vocational education programs. The Virgin Islands (71%), Virginia (52%), and Alabama

(49%) enroll the highest percentages of Black/African Americans in vocational education programs. Puerto Rico (100%), New Mexico (43%), and Arizona (12%) have the highest percentages of Hispanic enrollments. Guam (89%) and Hawaii (70%) enroll the highest percentages of Asian/Pacific Americans. Oklahoma has a 12 percent enrollment of Native American/American Indians. Alaskan Native enrollment in vocational education is negligible (see Table 62).

Table 56
Fall Enrollment in Institutions of Higher Education
by Race/Ethnicity of Student and by State, Ranked by Minority Percentage, 1994

	Total	Minority Percentage	White	Black/ African American	Hispanic	Asian/ Pacific American	Native American/ Alaskan Native	Other
California	1,835,791	44.0	51.3	3.5	18.7	16.8	1.1	4.6
District of Columbia	77,705	40.4	70.9	31.2	3.6	5.3	0.3	10.9
Texas	954,495	34.1	63.1	9.8	19.5	4.3	0.5	2.8
Alabama	229,511	24.9	73.0	22.7	0.7	1.0	0.5	2.0
New Jersey	335,480	26.6	70.2	11.7	8.8	5.8	0.3	3.3
New Mexico	101,881	35.5	57.1	2.5	30.1	1.5	0.4	1.8
Mississippi	120,884	30.7	67.8	29.1	0.5	0.8	0.3	1.5
Louisiana	203,567	30.5	66.8	25.7	2.3	2.0	0.5	2.6
Georgia	308,587	30.4	69.2	24.2	1.5	2.4	0.3	2.4
New York	1,057,841	28.7	67.4	13.0	9.2	6.2	0.3	4.0
Florida	634,237	28.7	68.4	12.7	12.8	2.8	0.4	3.0
South Carolina	173,070	26.7	74.0	24.3	0.8	1.3	0.3	1.8
Illinois	731,420	26.2	26.2	12.7	7.8	5.4	0.3	2.4
North Carolina	369,386	23.8	74.8	19.8	1.1	1.9	1.0	1.5
Arizona	274,932	23.2	74.0	3.1	13.4	3.0	3.7	2.7
Virginia	354,149	23.1	74.8	16.0	2.1	4.7	0.3	2.1
Massachusetts	416,505	21.5	78.6	5.5	4.1	5.6	0.4	5.9
Oklahoma	185,174	19.0	76.5	7.3	2.2	2.2	7.3	4.5
Nevada	64,085	18.9	78.1	5.1	6.8	5.4	1.6	3.1
Alaska	28,798	18.4	79.6	3.8	2.5	3.0	9.1	2.0
Delaware	44,197	17.5	80.2	13.3	1.7	2.1	0.4	2.3
Tennessee	242,966	17.4	80.7	14.8	0.9	1.4	0.3	1.9
Colorado	241,295	16.6	81.0	3.3	8.9	3.2	1.2	2.5
Arkansas	96,294	16.6	80.9	14.2	0.7	1.0	0.7	2.5
Michigan	551,307	16.3	80.8	10.8	2.0	2.7	0.8	2.9
Connecticut	159,990	15.7	81.0	7.4	4.7	3.3	0.3	3.3
Maryland	266,214	14.2	67.7	9.7	1.7	2.3	0.5	3.0
Pennsylvania	611,174	13.0	84.3	7.6	1.8	3.3	0.3	2.8
Missouri	293,810	12.9	84.4	8.8	1.5	2.1	0.5	2.7
Oregon	164,447	11.7	84.2	1.6	3.2	5.4	1.5	4.1
Hawaii	64,322	11.3	26.9	2.5	2.4	5.9	0.5	8.6
Kansas	170,603	11.1	84.2	4.8	2.8	2.0	1.5	3.8
Montana	40,095	11.1	86.0	0.3	1.1	0.8	8.9	2.8
Rhode Island	74,718	11.0	85.7	4.1	3.2	3.4	0.3	3.2
Indiana	292,276	10.3	86.8	6.1	2.0	1.8	0.4	2.9
Washington	284,662	9.6	80.3	3.6	3.4	0.8	1.8	3.3
Wisconsin	303,861	9.2	88.5	4.3	2.0	2.1	0.8	2.3
Kentucky	182,577	8.8	89.5	6.8	0.6	1.1	0.3	1.7
South Dakota	37,764	8.6	91.4	0.8	0.5	0.8	6.3	2.3
Minnesota	289,300	7.8	90.0	2.4	1.3	3.1	1.0	2.1
North Dakota	40,184	7.5	88.3	0.8	0.6	0.8	5.3	4.2
Nebraska	116,000	7.2	90.6	2.9	1.9	1.6	0.8	2.2
Iowa	172,450	7.0	88.9	2.9	1.6	2.1	0.4	4.2
Wyoming	30,682	6.8	91.5	0.8	3.7	0.8	1.5	1.7
Utah	146,196	6.2	90.0	0.6	2.5	2.1	1.0	3.8
Idaho	60,393	5.9	91.6	0.6	2.6	1.3	1.4	2.4
West Virginia	87,741	5.7	92.2	3.9	0.5	1.1	0.2	2.1
Vermont	35,409	4.7	93.1	1.1	1.2	1.8	0.6	2.1
Ohio	549,304	4.6	84.4	0.9	1.4	1.9	0.4	2.9
New Hampshire	62,847	4.4	93.7	1.3	1.2	1.5	0.4	1.8
Maine	56,724	3.6	95.4	0.8	0.5	1.3	1.0	1.0

Source: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment Surveys, 1996.

Table 57
Early Childhood Education Enrollment, by State and Race/Ethnicity Ranked by Minority Percentage, 1995

	Total	Minority Percentage	White	Black/ African American	Hispanic	Asian/ Pacific American	Native American/ American Indian	Alaskan Native	Int'l	Other
Mississippi	15	100.0	-.-	100.0	-.-	-.-	-.-	-.-	-.-	-.-
Guam	97	84.5	15.5	1.0	1.0	82.5	-.-	-.-	-.-	-.-
Hawaii	29	75.9	10.3	-.-	3.4	72.4	-.-	-.-	-.-	13.8
Virginia	1,098	44.7	54.8	42.7	0.5	1.1	0.4	-.-	0.1	0.5
New Jersey	56	42.9	57.1	17.9	21.4	3.6	-.-	-.-	-.-	-.-
South Carolina	628	39.9	59.6	38.7	0.6	0.5	0.2	0.2	-.-	0.5
Illinois	1,295	33.4	65.8	24.9	6.2	2.1	0.2	-.-	0.1	0.8
New York	251	32.7	67.3	12.4	18.3	0.8	-.-	-.-	1.2	-.-
Alabama	1,405	25.4	74.7	24.3	0.3	0.2	0.3	-.-	0.3	-.-
Louisiana	797	24.6	74.5	23.5	-.-	0.5	0.4	0.3	-.-	0.9
New Mexico	25	24.0	76.0	-.-	24.0	-.-	-.-	-.-	-.-	-.-
Georgia	3,563	23.5	76.9	20.5	0.8	0.9	0.1	-.-	0.2	0.6
Maryland	711	22.2	77.8	16.7	2.0	2.4	0.3	-.-	0.3	0.6
District of Columbia	31	21.9	80.6	3.2	12.9	-.-	-.-	-.-	3.2	-.-
Colorado	262	18.7	80.2	4.6	9.9	3.1	0.8	-.-	0.4	1.1
Tennessee	1,210	16.4	83.2	15.5	0.6	0.2	0.1	-.-	-.-	0.4
Arizona	124	16.1	83.9	-.-	7.3	0.8	8.1	-.-	-.-	-.-
Texas	1,665	15.6	84.2	5.1	9.7	0.7	0.2	-.-	-.-	0.2
Michigan	729	14.7	84.8	12.2	1.1	0.8	0.3	-.-	0.3	0.5
Washington	167	14.4	85.6	0.6	6.6	4.2	3.0	-.-	-.-	-.-
Kentucky	729	12.7	87.2	11.7	0.3	0.4	0.1	-.-	0.1	0.1
Oklahoma	765	12.6	83.9	3.3	1.3	0.3	7.2	-.-	0.5	3.5
Minnesota	77	10.4	89.6	1.3	1.3	3.9	3.9	-.-	-.-	-.-
Arkansas	1,258	10.0	89.8	8.6	0.5	0.2	0.6	-.-	0.1	0.2
Ohio	729	9.6	90.0	6.4	2.2	0.3	0.8	-.-	0.1	0.1
Florida	359	9.5	90.5	5.0	3.1	0.6	0.6	-.-	0.3	-.-
California	139	9.4	89.2	1.4	2.9	4.3	0.7	-.-	-.-	1.4
Utah	1,739	7.0	89.8	0.3	1.0	1.0	0.9		3.7	3.2
Kansas	150	7.3	92.7	3.3	2.0	0.7	1.3	-.-	-.-	-.-
North Dakota	30	6.7	93.3	-.-	-.-	-.-	-.-	-.-	6.7	-.-
Wisconsin	1,746	6.7	93.3	3.2	1.7	1.1	0.5	-.-	0.2	-.-
Iowa	542	6.7	93.2	4.2	1.1	0.6	0.2	-.-	0.6	0.2
Connecticut	46	6.5	93.5	2.2	2.2	2.2	-.-	-.-	-.-	-.-
Indiana	829	5.8	94.3	3.9	1.1	0.4	0.2	-.-	0.1	-.-
Pennsylvania	2,149	4.8	94.9	3.4	0.6	0.7	0.1	-.-	-.-	0.3
South Dakota	150	4.7	95.3	0.7	-.-	-.-	4.0	-.-	-.-	-.-
Massachusetts	745	4.6	92.8	2.6	1.1	0.9	0.1	-.-	-.-	2.6
Missouri	528	4.3	95.5	3.2	0.2	0.4	0.4	0.2	-.-	0.2
Rhode Island	141	4.3	93.6	1.4	1.4	0.7	-.-	-.-	0.7	2.1
North Carolina	102	3.9	93.1	3.9	-.-	-.-	-.-	-.-	2.9	-.-
Maine	98	3.0	93.9	-.-	-.-	-.-	2.0	-.-	1.0	3.1
West Virginia	175	2.9	97.1	1.7	-.-	0.6	0.6	-.-	-.-	-.-
Idaho	70	2.9	97.1	1.4	-.-	-.-	1.4	-.-	-.-	-.-
Delaware	178	2.2	97.8	0.6	0.6	0.6	0.6	-.-	-.-	-.-
Montana	49	2.0	98.0	-.-	-.-	-.-	2.0	-.-	-.-	-.-
New Hampshire	275	0.4	92.0	-.-	0.4	-.-	-.-	-.-	-.-	7.6
Nebraska	88	-.-	100.0	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Vermont	64	-.-	100.0	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Alaska	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Nevada	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Oregon	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Puerto Rico	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Virgin Islands	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Wyoming	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995

Table 58
Elementary Education Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

	Total	Minority Percentage	White	Black/ African American	Hispanic	Asian/ Pacific American	Native American/ American Indian	Alaskan Native	Int'l	Other
Puerto Rico	362	100.0	-.-	-.-	100.0	-.-	-.-	-.-	-.-	-.-
Guam	337	91.4	8.6	0.6	0.6	90.2	-.-	-.-	-.-	-.-
Virgin Islands	289	86.5	2.8	73.7	4.8	0.3	0.3	-.-	0.3	10.7
New Mexico	1,599	46.1	53.8	1.0	42.3	0.7	1.9	-.-	0.4	-.-
South Carolina	1,955	39.4	60.6	38.2	0.3	0.6	0.1	-.-	0.3	0.1
Hawaii	422	37.4	34.1	0.2	1.4	55.0	0.7	-.-	-.-	8.5
Virginia	1,349	28.8	71.9	25.4	0.9	1.2	0.1	-.-	-.-	0.5
Arizona	2,556	28.5	71.4	2.2	16.8	1.7	7.6	-.-	0.2	0.1
Mississippi	1,935	27.0	73.0	26.2	0.4	0.4	0.1	-.-	-.-	-.-
Maryland	2,255	25.6	74.0	21.3	1.2	2.4	0.4	-.-	0.3	0.4
Georgia	1,114	25.5	74.1	23.2	1.2	.9	-.-	-.-	0.2	0.4
Florida	6,468	24.8	75.0	12.3	10.6	1.2	0.2	-.-	0.6	0.2
Texas	7,986	23.6	76.3	7.4	14.8	1.0	0.3	-.-	0.1	0.1
California	1,786	22.6	68.1	3.6	17.1	4.5	1.0	-.-	-.-	5.7
Arkansas	1,891	21.8	78.2	20.8	0.3	0.3	0.3	-.-	0.1	-.-
Louisiana	4,535	21.7	77.4	19.1	1.5	0.4	0.6	-.-	-.-	0.9
North Carolina	3,683	20.8	79.2	18.5	0.7	0.4	0.5	-.-	0.6	-.-
Oklahoma	3,887	16.5	82.5	7.2	1.8	0.6	6.6	0.1	0.2	1.0
Tennessee	2,749	15.1	84.2	14.0	0.8	0.4	0.1	0.1	-.-	0.3
Washington	826	15.0	84.1	1.0	5.3	5.2	2.9	-.-	0.5	1.0
Colorado	2,498	14.5	84.5	1.4	10.3	2.0	0.8	-.-	-.-	1.0
New Jersey	2,231	13.8	85.3	5.6	5.4	1.4	0.3	0.9	0.2	0.9
Nevada	1,158	12.6	83.1	2.3	5.4	3.3	0.8	-.-	0.8	4.3
New York	4,027	10.3	89.6	2.8	4.3	0.8	0.3	-.-	0.5	-.-
Delaware	1,211	9.1	88.4	7.0	1.2	0.6	0.3	-.-	0.1	2.5
Wisconsin	3,670	8.8	91.1	4.0	2.0	2.0	0.8	-.-	0.1	0.1
Michigan	5,918	7.8	91.7	4.6	1.3	1.0	0.6	-.-	0.3	0.4
Rhode Island	835	7.8	90.4	2.5	2.4	1.3	0.1	-.-	1.4	1.8
Kansas	2,937	7.5	92.1	3.5	1.9	0.7	1.0	-.-	0.3	0.4
District of Columbia	69	7.2	92.8	1.4	4.3	1.4	-.-	-.-	-.-	-.-
Oregon	495	6.9	93.1	0.2	2.6	2.6	1.0	-.-	0.4	-.-
Maine	989	6.7	91.8	0.3	0.1	0.3	0.9	-.-	6.1	0.5
Connecticut	470	6.6	91.9	3.8	1.9	0.6	0.2	-.-	-.-	1.5
Kentucky	2,966	6.2	93.0	5.4	0.2	0.4	0.2	-.-	0.1	0.8
Montana	1,336	6.1	90.4	0.3	1.1	0.4	3.7	-.-	0.6	3.5
Minnesota	2,664	6.1	93.5	1.6	0.8	1.4	1.5	-.-	0.8	0.4
Ohio	6,959	5.6	94.1	4.4	0.6	0.3	0.3	-.-	0.1	0.3
North Dakota	432	5.3	94.0	0.2	0.2	0.2	1.6	0.5	2.5	0.7
Indiana	5,972	5.3	94.5	3.4	1.0	0.4	0.3	-.-	0.2	0.2
Idaho	982	4.9	94.7	0.7	2.6	0.3	1.1	-.-	0.1	0.4
Massachusetts	1,549	4.8	93.6	2.3	1.0	1.2	0.2	0.1	0.1	1.6
Missouri	2,785	4.7	94.9	2.3	0.9	0.6	0.9	-.-	0.1	0.4
Iowa	4,641	4.7	94.9	2.2	0.9	0.8	0.2	-.-	0.6	0.4
Pennsylvania	8,397	4.4	95.4	2.6	0.8	0.6	0.3	-.-	0.1	0.3
West Virginia	1,694	3.7	96.2	2.4	0.4	0.5	0.5	-.-	-.-	0.1
Vermont	267	3.7	96.6	1.5	0.7	1.1	-.-	-.-	-.-	-.-
South Dakota	1,024	3.5	96.5	0.9	0.6	-.-	1.7	-.-	0.4	-.-
Utah	1,232	3.0	93.7	0.2	1.1	1.1	0.6	-.-	-.-	3.3
Nebraska	1,248	2.8	97.3	0.6	0.9	0.6	0.6	-.-	-.-	0.1
New Hampshire	758	1.5	91.3	0.1	0.4	0.4	0.4	-.-	0.3	7.1
Alaska	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Wyoming	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Table 59
Secondary Education Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

	Total	Minority Percentage	White	Black/ African American	Hispanic	Asian/ Pacific American	Native American/ American Indian	Alaskan Native	Int'l	Other
Puerto Rico	1,717	99.9	0.1	-.-	99.9	-.-	-.-	-.-	-.-	-.-
Guam	369	86.2	13.8	0.5	1.6	84.0	-.-	-.-	-.-	-.-
Hawaii	99	60.6	39.4	-.-	1.0	59.6	-.-	-.-	-.-	-.-
Virginia	1,981	46.6	53.2	44.6	0.9	0.8	0.2	-.-	-.-	0.4
New Mexico	548	40.7	59.3	2.6	35.6	0.5	1.6	-.-	0.4	-.-
South Carolina	1,228	34.0	65.9	32.9	0.7	0.3	0.2	-.-	-.-	0.1
Maryland	1,187	33.3	66.2	27.3	2.1	3.1	0.3	-.-	0.4	0.5
Louisiana	2,766	29.8	69.3	27.2	1.4	0.5	0.4	-.-	0.2	0.9
Alabama	2,788	29.7	70.3	27.7	0.7	0.4	0.5	-.-	0.4	-.-
Mississippi	777	26.1	73.9	25.2	0.3	0.4	-.-	-.-	0.3	-.-
California	788	24.6	66.2	4.1	14.0	5.2	0.4	0.6	0.3	9.6
New York	1,858	19.0	80.6	6.3	9.5	2.0	0.3	-.-	0.9	0.4
District of Columbia	53	18.9	79.2	3.8	3.8	7.5	-.-	-.-	3.8	1.9
Florida	2,681	18.6	80.8	10.7	6.2	1.2	0.2	-.-	0.1	0.6
Arizona	1,181	18.3	81.7	1.8	11.2	2.6	2.5	-.-	0.3	-.-
Texas	4,057	17.9	82.0	6.1	10.4	0.8	0.4	-.-	0.1	0.1
Oklahoma	2,351	17.2	81.4	5.2	1.1	0.5	10.0	-.-	0.4	1.4
Illinois	5,248	16.7	82.7	10.6	4.1	1.9	0.3	-.-	0.4	0.6
North Carolina	2,418	16.7	82.2	14.9	1.0	0.7	0.2	0.1	0.8	0.1
New Jersey	1,128	15.2	81.8	5.7	7.2	1.8	0.3	-.-	0.3	3.0
Georgia	1,819	13.7	85.7	11.6	1.0	1.0	0.1	-.-	0.1	0.6
Tennessee	1,685	13.6	86.2	11.3	1.2	0.5	0.4	-.-	0.1	0.2
Arkansas	2,590	12.9	83.6	13.8	0.8	0.8	0.3	0.2	0.2	0.3
Colorado	2,209	12.8	86.1	2.2	7.4	2.0	1.2	-.-	-.-	1.1
Nevada	633	12.5	80.4	2.8	5.4	4.1	1.3	-.-	0.9	5.1
Connecticut	225	12.0	86.2	8.4	0.9	1.8	0.9	-.-	-.-	1.8
Massachusetts	492	11.0	88.2	3.7	3.0	3.5	-.-	-.-	0.8	0.8
Washington	541	10.4	89.6	1.3	3.1	3.5	1.8	-.-	0.6	-.-
Maine	396	10.3	88.9	1.3	-.-	0.3	0.5	-.-	8.3	0.8
Kentucky	1,795	8.8	89.0	9.0	0.3	0.2	0.3	-.-	0.1	1.2
North Dakota	558	8.7	90.3	1.1	1.6	0.4	1.1	-.-	4.5	1.1
Kansas	2,221	8.6	90.8	4.1	2.4	0.6	1.1	-.-	0.4	0.6
Rhode Island	493	8.3	87.6	3.0	3.0	1.8	0.2	-.-	0.2	4.1
Indiana	3,813	7.2	92.6	3.9	1.5	1.1	0.4	-.-	0.4	0.2
Delaware	616	7.0	92.7	3.9	1.1	1.5	0.3	-.-	0.2	0.3
Michigan	3,929	6.8	92.3	4.8	1.1	.8	0.5	-.-	0.2	0.4
Ohio	3,794	6.3	93.4	4.4	1.3	0.3	0.2	-.-	0.1	0.3
Montana	1,044	5.9	90.9	0.3	0.8	0.4	4.2	-.-	0.2	3.1
Wisconsin	2,867	5.8	94.1	2.3	1.8	0.9	0.6	0.1	0.1	0.1
Missouri	2,963	5.7	94.6	2.3	0.9	0.4	0.9	-.-	0.3	0.7
Minnesota	2,063	5.2	94.3	1.5	0.7	1.7	0.4	-.-	0.8	0.5
Iowa	2,535	5.1	93.0	1.3	1.3	1.3	0.4	-.-	0.8	2.0
Pennsylvania	5,736	4.9	94.9	2.7	1.0	0.8	0.3	-.-	0.2	0.2
New Hampshire	548	4.4	88.7	-.-	0.9	0.7	0.4	-.-	0.4	8.9
Vermont	137	4.4	95.6	1.5	2.2	-.-	-.-	-.-	0.7	-.-
Oregon	206	3.9	96.1	-.-	2.4	1.0	0.5	-.-	-.-	-.-
South Dakota	1,116	3.7	96.3	1.2	0.7	0.1	1.3	-.-	0.4	-.-
Idaho	291	3.1	95.5	0.3	1.0	-.-	0.7	-.-	1.0	1.4
West Virginia	1,569	2.9	97.0	2.2	0.4	0.3	-.-	-.-	0.1	0.1
Nebraska	1,150	2.9	97.1	1.0	0.9	0.2	0.5	-.-	0.3	-.-
Utah	1,068	2.7	95.0	0.1	1.1	0.7	0.6	-.-	0.1	2.3
Alaska	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Virgin Islands	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Wyoming	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Table 60
Special Education Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

	Total	Minority Percentage	White	Black/ African American	Hispanic	Asian/ Pacific American	Native American/ American Indian	Alaskan Native	Int'l	Other
Puerto Rico	199	98.0	2.0	-.-	98.0	-.-	-.-	-.-	-.-	-.-
Guam	28	78.6	21.4	-.-	3.6	75.0	-.-	-.-	-.-	-.-
Hawaii	190	67.4	23.7	-.-	0.5	66.3	0.5	-.-	-.-	8.9
Maryland	371	51.8	48.2	44.5	3.0	1.9	1.1	-.-	1.3	-.-
Virginia	751	51.6	47.7	50.2	0.3	0.9	0.3	-.-	-.-	0.7
New Mexico	442	42.5	57.5	1.4	40.3	0.2	0.2	-.-	0.5	-.-
Mississippi	305	32.8	67.2	32.1	0.3	0.3	-.-	-.-	-.-	-.-
South Carolina	225	32.0	68.0	29.8	0.9	0.4	0.9	-.-	-.-	-.-
North Carolina	1,369	29.6	69.5	25.6	1.6	1.3	0.7	-.-	0.4	0.9
Alabama	839	24.0	75.9	21.0	0.6	0.4	0.7	-.-	1.3	0.1
Texas	510	21.2	78.8	6.1	12.5	1.4	0.2	0.2	0.8	-.-
Florida	2,133	19.8	79.9	10.1	8.2	0.9	0.3	0.1	0.1	0.3
Oklahoma	579	17.9	80.7	7.3	1.4	0.5	8.1	-.-	0.7	1.4
California	368	17.9	74.2	5.4	8.7	2.4	1.4	-.-	-.-	7.9
Tennessee	402	16.2	83.8	12.7	0.5	1.0	-.-	-.-	-.-	1.7
Louisiana	646	15.8	84.2	13.9	0.9	0.3	0.6	-.-	-.-	-.-
Arkansas	348	15.2	84.8	14.1	0.6	-.-	0.3	-.-	0.3	-.-
Illinois	2,365	14.9	84.4	9.8	3.4	1.3	0.4	-.-	-.-	0.7
Washington	122	14.8	83.6	0.8	0.8	8.2	4.9	-.-	-.-	1.6
Arizona	525	14.5	85.5	2.1	5.7	1.3	1.3	3.8	0.2	-.-
Nevada	316	12.7	83.5	2.8	4.7	2.2	1.6	-.-	1.3	3.8
Georgia	1,003	11.6	88.3	8.4	1.1	1.2	0.2	-.-	0.7	0.1
Colorado	219	11.1	83.1	3.2	5.0	1.4	0.5	-.-	0.9	5.8
Connecticut	82	11.0	86.6	4.9	2.4	3.7	-.-	-.-	-.-	2.4
New Jersey	1,191	10.8	87.8	4.2	4.4	0.8	0.1	-.-	0.3	2.4
Delaware	555	10.3	89.7	8.5	1.1	0.5	0.2	-.-	-.-	-.-
Montana	93	9.7	81.7	-.-	2.2	1.1	6.5	-.-	-.-	8.6
Michigan	1,759	8.9	89.8	6.5	1.2	0.3	0.4	0.2	0.2	1.3
New York	1,000	8.8	89.5	2.6	4.7	1.2	-.-	-.-	0.3	1.7
Kansas	28	7.1	92.9	-.-	7.1	-.-	-.-	-.-	-.-	-.-
Indiana	612	5.7	94.1	3.3	0.8	1.0	0.5	-.-	0.2	0.2
Ohio	1,006	5.4	94.3	3.6	0.8	0.6	0.3	-.-	0.1	0.3
Rhode Island	359	5.3	91.6	1.1	1.1	1.4	1.1	-.-	0.6	3.1
Massachusetts	333	4.8	91.6	1.5	1.2	1.8	0.3	-.-	-.-	3.6
Wisconsin	1,017	4.3	95.7	2.6	1.2	0.3	0.3	-.-	-.-	-.-
Kentucky	649	4.3	94.6	2.9	0.6	0.6	0.2	-.-	-.-	1.1
Missouri	334	3.6	96.4	2.7	0.6	-.-	0.3	-.-	-.-	-.-
Pennsylvania	2,545	3.3	96.6	1.9	0.7	0.4	0.2	-.-	0.2	0.1
West Virginia	208	2.9	97.1	1.9	1.0	-.-	-.-	-.-	-.-	-.-
Iowa	192	2.6	96.4	-.-	1.6	0.5	0.5	-.-	1.0	-.-
Idaho	111	2.6	96.4	-.-	1.8	-.-	-.-	-.-	1.8	-.-
Utah	449	1.8	87.1	-.-	0.9	0.4	0.2	0.2	-.-	11.1
Nebraska	323	1.6	98.1	0.3	1.2	-.-	-.-	-.-	-.-	0.3
South Dakota	473	1.5	98.5	0.4	-.-	-.-	0.8	-.-	0.2	-.-
Maine	327	1.5	97.6	-.-	0.3	0.3	0.6	-.-	0.3	0.9
New Hampshire	99	1.1	94.9	-.-	-.-	1.0	-.-	-.-	-.-	4.0
Minnesota	140	0.7	99.3	-.-	0.7	-.-	-.-	-.-	-.-	-.-
North Dakota	11	-.-	100.0	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Alaska	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
District of Columbia	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Oregon	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Vermont	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Virgin Islands	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Wyoming	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Table 61
Bilingual Education Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

	Total	Minority Percentage	White	Black/ African American	Hispanic	Asian/ Pacific American	Native American/ American Indian	Alaskan Native	Int'l	Other
Puerto Rico	96	99.0	1.0	-.-	99.0	-.-	-.-	-.-	-.-	-.-
Illinois	98	93.9	6.1	6.1	82.7	5.1	-.-	-.-	-.-	-.-
New Mexico	33	93.9	6.1	-.-	93.9	-.-	-.-	-.-	-.-	-.-
Texas	230	91.9	17.4	2.2	76.1	1.7	-.-	0.4	0.4	1.7
Wisconsin	45	86.7	13.3	4.4	51.1	31.1	-.-	-.-	-.-	-.-
Ohio	19	78.9	21.1	-.-	78.9	-.-	-.-	-.-	-.-	-.-
Alabama	160	78.8	20.6	-.-	78.1	-.-	0.6	-.-	-.-	0.6
Arizona	61	67.2	32.8	-.-	41.0	-.-	26.2	-.-	-.-	-.-
New York	11	63.6	27.3	27.3	27.3	9.1	-.-	-.-	-.-	9.1
California	126	46.8	50.8	-.-	42.9	3.2	0.8	-.-	-.-	2.4
Florida	25	40.0	60.0	4.0	36.0	-.-	-.-	-.-	-.-	-.-
Michigan	14	35.7	64.3	7.1	21.4	7.1	-.-	-.-	-.-	-.-
Colorado	71	29.9	56.3	-.-	39.4	-.-	1.4	-.-	-.-	2.8
Delaware	7	28.6	71.4	-.-	28.6	-.-	-.-	-.-	-.-	-.-
Oregon	26	26.9	73.1	-.-	26.9	-.-	-.-	-.-	-.-	-.-
Washington	33	18.2	81.8	-.-	18.2	-.-	-.-	-.-	-.-	-.-
Iowa	20	15.0	85.0	-.-	5.0	-.-	5.0	-.-	5.0	-.-
New Jersey	8	12.5	87.5	-.-	-.-	12.5	-.-	-.-	-.-	-.-
North Carolina	8	12.5	87.5	-.-	12.5	-.-	-.-	-.-	-.-	-.-
Louisiana	8	12.5	87.5	-.-	12.5	-.-	-.-	-.-	-.-	-.-
Oklahoma	306	10.6	89.4	4.6	2.3	0.7	2.9	-.-	-.-	-.-
Georgia	73	9.6	90.4	4.1	1.4	2.7	-.-	-.-	1.4	-.-
Tennessee	34	5.9	94.1	2.9	2.9	-.-	-.-	-.-	-.-	-.-
Missouri	1	-.-	100.0	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Alaska	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Arkansas	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Connecticut	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
District of Columbia	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Guam	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Hawaii	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Idaho	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Indiana	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Kansas	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Kentucky	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Maine	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Maryland	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Massachusetts	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Minnesota	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Mississippi	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Montana	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Nebraska	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Nevada	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
New Hampshire	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
North Dakota	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Pennsylvania	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Rhode Island	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
South Carolina	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
South Dakota	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Utah	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Vermont	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Virgin Islands	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Virginia	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
West Virginia	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Wyoming	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Table 62
Vocational Education Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

	Total	Minority Percentage	White	Black/ African American	Hispanic	Asian/ Pacific American	Native American/ American Indian	Alaskan Native	Int'l	Other
Puerto Rico	108	100.0	-.-	-.-	100.0	-.-	-.-	-.-	-.-	-.-
Guam	18	88.9	11.1	-.-	-.-	88.9	-.-	-.-	-.-	-.-
Hawaii	10	80.0	20.0	-.-	-.-	70.0	10.0	-.-	-.-	-.-
Virgin Islands	7	71.4	-.-	71.4	-.-	-.-	-.-	-.-	-.-	28.6
Virginia	85	55.3	44.7	51.8	1.2	2.4	-.-	-.-	-.-	-.-
New Mexico	35	51.4	48.6	5.7	42.8	-.-	2.9	-.-	-.-	-.-
Alabama	133	49.6	50.4	48.9	-.-	0.8	-.-	-.-	-.-	-.-
Maryland	16	43.7	56.3	43.7	-.-	-.-	-.-	-.-	-.-	-.-
North Carolina	370	38.1	61.9	35.9	0.3	0.8	0.3	-.-	-.-	0.8
Arizona	17	23.5	76.5	-.-	11.8	5.9	5.9	-.-	-.-	-.-
Arkansas	94	23.4	75.5	22.3	-.-	-.-	1.1	-.-	-.-	1.1
Louisiana	104	22.1	76.9	21.2	1.0	-.-	-.-	-.-	-.-	1.0
Mississippi	55	21.3	72.7	27.3	-.-	-.-	-.-	-.-	-.-	-.-
Michigan	110	19.1	79.1	17.3	1.8	-.-	-.-	-.-	-.-	1.8
Georgia	102	16.7	83.3	13.7	-.-	1.0	-.-	-.-	2.0	-.-
West Virginia	239	16.3	83.7	13.4	0.4	0.4	-.-	-.-	2.1	-.-
Colorado	36	13.9	86.1	-.-	11.1	2.8	-.-	-.-	-.-	-.-
Oklahoma	152	13.8	85.5	1.3	0.7	-.-	11.8	-.-	-.-	0.7
Florida	95	13.7	86.3	11.6	1.1	1.1	-.-	-.-	-.-	-.-
Illinois	59	13.6	84.7	13.6	-.-	-.-	-.-	-.-	-.-	1.7
Kentucky	90	13.3	86.7	10.0	1.1	1.1	1.1	-.-	-.-	-.-
Washington	55	12.7	87.3	-.-	5.5	7.3	-.-	-.-	-.-	-.-
Ohio	87	10.3	89.7	2.3	1.1	-.-	6.9	-.-	-.-	-.-
Texas	173	8.7	87.3	4.6	3.5	-.-	.6	-.-	-.-	4.0
Rhode Island	63	8.0	85.7	6.3	-.-	-.-	1.6	-.-	-.-	6.3
Tennessee	25	8.0	92.0	8.0	-.-	-.-	-.-	-.-	-.-	-.-
Indiana	38	7.9	92.1	5.3	-.-	-.-	2.6	-.-	-.-	-.-
Minnesota	15	6.7	93.3	6.7	-.-	-.-	-.-	-.-	-.-	-.-
Montana	46	6.5	91.3	-.-	2.2	-.-	4.3	-.-	-.-	2.2
Pennsylvania	66	6.1	93.9	1.5	3.0	1.5	-.-	-.-	-.-	-.-
New York	226	4.9	95.1	2.7	0.4	0.4	1.3	-.-	-.-	-.-
New Hampshire	21	4.8	95.2	-.-	-.-	-.-	4.8	-.-	-.-	-.-
Massachusetts	55	4.6	89.1	-.-	1.8	-.-	1.8	-.-	-.-	7.3
Nevada	26	3.9	84.6	3.8	-.-	-.-	-.-	-.-	-.-	11.5
Idaho	33	3.0	97.0	-.-	3.0	-.-	-.-	-.-	-.-	-.-
Nebraska	49	-.-	98.0	-.-	-.-	-.-	-.-	-.-	-.-	2.0
Maine	68	-.-	100.0	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Kansas	33	-.-	100.0	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Missouri	33	-.-	100.0	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Wyoming	21	-.-	100.0	-.-	-.-	-.-	-.-	-.-	-.-	-.-
California	148	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	100.0
Connecticut	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
District of Columbia	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Delaware	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Alaska	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Iowa	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
New Jersey	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
North Dakota	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Oregon	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
South Carolina	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
South Dakota	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Utah	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Vermont	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Wisconsin	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

SCDE GRADUATE-LEVEL PROGRAM ENROLLMENT SUMMARY

The following tables detail SCDE enrollments in postbaccalaureate and doctoral programs by state, ranked by minority percentage.

Postbaccalaureate

Puerto Rico (100%), the Virgin Islands (89%), and Guam (67%) have the highest percentages of minorities enrolled in postbaccalaureate, nondoctoral SCDE programs. The Virgin Islands (77%), Mississippi (36%), and Louisiana (25%) have the highest enrollments of Black/African Americans. Other than Puerto Rico (100%), New Mexico (30%), California (16%), and Texas (11%) enroll the highest numbers of Hispanics. The highest percentages of Asian/Pacific Americans are enrolled in Guam (67%) and Hawaii (64%). Oklahoma (7%) and Montana (7%) have the highest proportion of Native American/American Indians. Enrollment of Alaskan Natives is less than 1 percent in California, Florida, and North Carolina (see Table 63).

Postbacclaureate Teaching

As in previous state-by-state tables, Puerto Rico (100%), the Virgin Islands (83%), Hawaii (70%), and Guam (67%) lead in percentages of minority enrollments. Louisiana has the next highest percentage of Black/African American enrollments (28%), followed by Mississippi (23%). New Mexico has the highest Hispanic enrollments (28%), followed by California (18%) and Florida (14%). Hawaii enrolls the highest percentage of Native American/American Indians (5%). Alaskan Native enrollments across states are fewer than 1 percent (see Table 64).

Postbaccalaureate Counseling

Mississippi has the highest Black/African American enrollments in postbaccalaureate counseling programs (47%), followed by South Carolina (38%). As in other areas, New Mexico leads with Hispanic enrollments at 36 percent, more than twice the percentage of Hispanics in California's counseling programs (15%). New York and New Jersey have the highest Asian/Pacific American enrollments (7% and 6%, respectively). Montana and New Mexico have the highest Native American/American Indian enrollments (6% and 5%, respectively; see Table 65).

Postbaccalaureate Administration

Mississippi has the highest percentage of Black/African Americans at 51.2 percent, followed by South Carolina (42%). New Mexico has the highest Hispanic enrollments at almost 34 percent. Montana has the highest percentage of American Indian/Native American enrollments (almost 17%), followed by Oklahoma (6%) and North Dakota (6%; see Table 66).

Doctoral

Other than Puerto Rico (100%), the highest percentages of minority enrollments in doctoral SCDE programs are in South Carolina (68%), Hawaii (48%), and New Mexico (35%). Black/African Americans are enrolled at the highest percentage in South Carolina (68%), Louisiana (31%), and Mississippi (30%). Other than in Puerto Rico (100%), Hispanics were enrolled at the highest percentages in New Mexico (29%) and Arizona (11%). Hawaii (44%) has the highest percentage of Asian/Pacific American enrollments. North Dakota (10%) has the highest percentage of Native American/American Indians enrolled. The District of Columbia enrolls the highest percentage of Alaskan Natives at 1 percent (see Table 67).

Table 63
Postbaccalaureate SCDE Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

	Total	Minority Percentage	White	Black/ African American	Hispanic	Asian/ Pacific American	Native American/ American Indian	Alaskan Native	Int'l	Other
Puerto Rico	446	100.0	-.-	-.-	100.0	-.-	-.-	-.-	-.-	-.-
Virgin Islands	149	83.2	11.4	76.5	2.7	2.0	-.-	-.-	2.0	5.4
Guam	175	67.4	32.6	-.-	-.-	67.4	-.-	-.-	-.-	-.-
Hawaii	658	66.4	32.7	1.1	0.9	63.5	-.-	-.-	0.9	0.9
Mississippi	1,267	37.3	62.7	36.2	0.1	0.3	0.3	-.-	0.4	-.-
New Mexico	1,348	35.9	63.9	1.6	30.1	0.4	2.9	-.-	0.9	0.2
California	12,507	30.6	64.7	6.6	16.3	6.0	0.9	-.-	0.8	4.7
New York	13,164	28.2	63.0	8.8	6.5	6.0	0.2	-.-	7.2	8.3
Louisiana	5,194	28.0	71.0	24.6	1.4	0.9	0.6	-.-	0.5	1.0
Maryland	1,980	26.5	71.3	22.8	1.5	1.5	0.1	-.-	0.7	2.2
Alabama	6,562	24.8	75.1	22.6	0.6	0.5	0.5	-.-	0.5	0.1
South Carolina	1,173	24.5	74.6	22.8	0.3	0.4	0.9	-.-	0.2	0.9
Florida	8,249	22.5	76.8	10.7	9.7	0.9	0.3	0.1	0.8	0.7
Texas	7,295	20.8	78.7	7.1	10.7	1.1	0.3	-.-	1.4	0.5
Illinois	12,226	20.4	74.9	14.7	3.6	1.3	0.2	-.-	0.8	4.7
Georgia	5,615	19.5	79.6	17.2	0.8	0.6	0.1	-.-	0.7	0.9
Tennessee	2,809	18.4	80.2	15.9	0.9	1.4	0.2	-.-	-.-	1.4
North Carolina	3,466	18.2	81.1	14.9	0.5	0.5	0.8	0.2	1.3	0.7
Virginia	6,045	18.3	80.4	12.4	2.0	2.2	0.3	-.-	1.3	1.3
Arizona	4,149	15.8	86.2	1.3	10.3	0.3	1.9	-.-	-.-	-.-
Oklahoma	2,844	15.7	83.1	6.5	1.4	0.7	6.6	0.1	0.4	1.2
Michigan	8,011	15.4	82.5	11.2	1.3	0.8	0.4	-.-	1.6	2.1
Washington	724	14.6	80.7	2.2	3.2	6.1	1.2	-.-	1.9	4.7
Arkansas	2,113	13.8	85.7	12.0	0.4	0.5	0.4	-.-	0.6	0.5
Oregon	631	12.5	87.3	0.8	5.5	1.3	0.5	-.-	4.4	0.2
Colorado	3,024	12.3	84.4	1.6	7.2	1.9	0.4	-.-	1.2	3.3
District of Columbia	1,012	12.2	73.4	12.5	3.0	2.0	0.2	-.-	4.4	4.4
Montana	415	9.8	78.6	-.-	0.2	0.5	5.8	-.-	2.4	12.3
Massachusetts	6,038	9.2	83.1	2.6	1.8	1.1	0.3	-.-	3.8	7.3
Indiana	3,132	8.8	90.3	4.1	1.1	0.5	0.3	-.-	2.6	0.9
Iowa	1,840	8.5	91.5	2.7	1.3	0.8	0.4	-.-	3.3	-.-
Pennsylvania	6,821	8.4	91.4	3.6	0.9	1.2	0.2	-.-	2.5	0.2
Nebraska	747	8.3	90.4	1.6	0.7	2.4	0.1	-.-	3.5	1.3
Nevada	1,632	8.2	86.6	3.1	2.7	1.6	0.4	-.-	1.0	4.6
Kansas	1,473	8.0	84.6	2.9	1.8	0.3	0.9	-.-	2.3	7.4
Wisconsin	2,881	8.0	90.9	3.6	1.4	1.1	0.2	-.-	1.7	1.1
Missouri	3,620	7.9	89.5	4.8	0.9	0.6	0.3	-.-	1.3	2.6
Ohio	8,779	7.9	70.6	5.2	0.6	0.6	0.2	-.-	1.3	21.5
Delaware	702	7.7	79.2	5.3	0.7	0.6	0.4	-.-	0.7	13.1
Connecticut	1,646	7.5	91.6	4.7	1.9	0.6	-.-	-.-	0.2	0.9
Minnesota	3,203	7.3	91.8	2.9	1.2	1.5	0.3	-.-	1.3	0.9
Utah	1,259	5.0	88.3	0.6	1.2	1.6	1.0	-.-	0.6	6.7
New Jersey	2,224	7.1	76.9	2.7	2.4	1.3	-.-	-.-	0.9	16.0
West Virginia	5,451	3.8	96.2	2.6	0.4	0.3	0.2	-.-	0.2	-.-
Kentucky	5,400	3.6	94.8	3.2	0.1	0.1	0.1	-.-	0.1	1.6
North Dakota	364	3.2	83.8	0.5	0.5	0.3	1.9	-.-	1.9	11.0
Rhode Island	707	2.8	83.5	1.6	0.6	0.1	0.1	-.-	0.4	13.7
New Hampshire	1,062	2.4	84.9	0.8	0.6	0.2	0.2	-.-	0.6	12.7
Vermont	174	2.3	97.7	1.1	-.-	0.6	-.-	-.-	0.6	-.-
South Dakota	389	2.1	97.9	-.-	0.3	0.8	0.5	0.3	0.3	-.-
Idaho	911	1.6	98.4	0.4	0.4	0.3	0.4	-.-	-.-	-.-
Maine	1,216	1.0	79.1	0.2	0.3	0.1	0.2	-.-	0.2	19.9
Alaska	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Wyoming	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Table 64
Postbaccalaureate Teaching Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

	Total	Minority Percentage	White	Black/ African American	Hispanic	Asian/ Pacific American	Native American/ American Indian	Alaskan Native	Int'l	Other
Puerto Rico	103	100.0	-.-	-.-	100.0	-.-	-.-	-.-	-.-	-.-
Virgin Islands	149	83.2	11.4	76.5	2.7	2.0	-.-	-.-	2.0	5.4
Hawaii	273	69.6	28.2	0.4	0.7	67.8	4.8	-.-	0.7	2.2
Guam	61	67.2	32.8	-.-	-.-	67.2	-.-	-.-	-.-	-.-
California	8,931	31.7	64.2	6.1	17.8	6.4	1.0	-.-	0.4	4.1
Louisiana	2,698	31.4	67.3	28.1	1.7	0.7	0.7	-.-	0.4	1.3
New Mexico	717	30.0	66.9	2.0	27.8	0.3	1.8	-.-	1.1	0.1
Mississippi	599	24.2	75.8	23.4	0.2	-.-	0.3	-.-	0.3	-.-
New York	6,960	22.4	70.1	6.8	5.4	2.9	0.3	-.-	6.0	8.5
Alabama	4,806	21.2	78.8	19.0	0.6	0.5	0.5	-.-	0.5	-.-
South Carolina	673	20.5	78.2	19.8	0.1	0.1	0.3	-.-	0.1	1.3
Illinois	7,573	18.9	76.5	13.6	3.6	1.2	0.1	-.-	0.4	4.6
Colorado	2,513	18.9	84.6	1.3	7.0	2.0	0.5	-.-	1.1	3.5
District of Columbia	455	18.7	77.8	11.4	2.0	2.2	0.2	-.-	2.9	3.5
Texas	2,949	18.6	80.7	5.7	9.6	1.2	0.4	-.-	1.7	0.7
Florida	3,833	18.4	70.8	12.5	13.6	1.0	0.4	0.1	0.8	0.8
Washington	372	18.3	76.6	2.2	3.8	9.1	1.3	-.-	1.9	5.1
Georgia	3,340	18.0	80.7	15.2	1.0	0.8	0.1	-.-	0.8	1.3
Oklahoma	1,500	17.4	82.1	7.7	1.7	0.9	6.6	-.-	0.5	0.5
Virginia	3,432	17.4	80.6	12.2	2.1	2.4	0.3	-.-	0.4	2.0
Maryland	1,259	17.4	80.5	12.9	1.9	2.1	0.2	-.-	0.3	2.1
North Carolina	2,072	15.9	83.1	12.3	0.7	0.7	0.4	0.3	1.5	1.0
Arkansas	1,364	15.4	83.9	13.3	0.6	0.4	0.5	-.-	0.6	0.7
Tennessee	1,114	14.7	83.6	12.0	1.1	1.3	0.3	-.-	-.-	1.7
Oregon	537	14.0	85.8	0.9	6.1	1.3	0.4	-.-	5.2	0.2
Michigan	5,004	13.8	83.9	10.0	1.4	0.8	0.4	-.-	1.2	2.3
Arizona	2,316	12.6	87.4	0.7	9.7	0.1	2.0	-.-	-.-	-.-
Massachusetts	4,511	10.6	82.0	2.6	1.7	1.2	0.2	-.-	4.9	7.4
Nevada	721	8.9	87.5	2.2	3.2	1.8	0.3	0.4	1.2	3.6
Ohio	4,039	8.5	75.3	5.0	0.5	0.9	0.1	-.-	1.9	16.2
Missouri	2,057	8.3	89.8	4.9	0.9	0.8	0.3	-.-	1.4	1.9
Nebraska	397	8.3	90.4	1.3	0.8	2.5	-.-	-.-	3.8	1.3
Delaware	328	8.0	77.4	6.4	0.6	0.3	-.-	-.-	0.6	14.6
New Hampshire	514	7.7	91.8	.8	0.8	0.4	-.-	-.-	0.6	5.6
Connecticut	1,093	7.7	91.5	4.6	2.3	0.7	-.-	-.-	0.1	0.8
Minnesota	2,131	7.6	91.6	3.0	1.3	1.7	0.3	-.-	1.2	0.8
Pennsylvania	4,783	7.1	92.6	2.9	0.9	1.1	0.3	-.-	1.9	0.3
Kansas	721	6.8	83.8	2.9	1.4	0.3	0.7	-.-	1.5	9.4
Wisconsin	1,396	6.7	91.3	4.2	1.6	0.7	0.1	-.-	0.1	2.0
Montana	89	6.7	79.8	-.-	-.-	-.-	5.6	-.-	1.1	13.5
Iowa	807	6.6	93.4	1.2	0.7	1.2	-.-	-.-	3.3	-.-
Indiana	1,909	6.1	93.4	3.2	0.5	0.5	0.4	-.-	1.6	0.5
North Dakota	198	5.6	90.9	0.5	0.5	-.-	1.0	-.-	3.5	3.5
Utah	509	5.5	89.0	0.8	1.2	1.8	0.8	-.-	1.0	5.5
New Jersey	1,171	5.4	78.5	1.8	2.4	1.1	-.-	-.-	0.2	16.1
West Virginia	2,785	4.7	95.3	3.5	0.4	0.3	0.3	-.-	0.3	-.-
Kentucky	3,111	4.3	94.7	3.8	0.2	0.1	0.2	-.-	0.1	1.0
Maine	585	4.2	73.0	0.2	0.5	-.-	0.2	-.-	0.3	25.8
Rhode Island	542	2.2	81.7	0.9	0.7	-.-	-.-	-.-	0.6	16.1
South Dakota	317	1.6	98.4	-.-	0.3	0.6	-.-	0.3	0.3	-.-
Idaho	639	1.4	98.6	0.5	0.2	0.5	0.3	-.-	-.-	-.-
Vermont	98	1.0	99.0	-.-	-.-	1.0	-.-	-.-	-.-	-.-
Alaska	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Wyoming	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Table 65
Postbaccalaureate Counseling Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

	Total	Minority Percentage	White	Black/ African American	Hispanic	Asian/ Pacific American	Native American/ American Indian	Alaskan Native	Int'l	Other
Puerto Rico	92	100.0	-.-	-.-	100.0	-.-	-.-	-.-	-.-	-.-
Guam	30	73.3	26.7	-.-	-.-	73.3	-.-	-.-	-.-	-.-
Hawaii	175	61.1	38.9	0.6	2.3	56.6	4.0	-.-	1.7	-.-
Mississippi	383	47.0	52.5	46.2	-.-	0.8	-.-	-.-	0.5	-.-
New Mexico	267	44.2	55.1	1.9	36.0	0.4	4.9	-.-	1.1	0.7
South Carolina	136	41.9	58.1	38.2	1.5	1.5	0.7	-.-	-.-	-.-
Maryland	318	30.5	66.7	28.6	0.6	0.9	-.-	-.-	0.3	2.8
Louisiana	802	29.4	69.1	26.4	1.1	0.4	0.9	-.-	0.6	1.5
New York	1,645	23.3	60.1	11.2	8.3	6.7	0.3	0.1	6.6	6.6
North Carolina	555	23.0	76.6	19.6	0.4	0.5	1.6	-.-	0.9	0.4
Texas	1,429	21.2	78.7	8.8	9.8	1.5	0.3	-.-	0.8	0.1
Georgia	614	20.2	79.6	18.1	0.5	0.3	0.5	-.-	0.8	0.2
Tennessee	442	20.2	77.8	18.3	0.9	0.9	-.-	-.-	-.-	2.0
Kansas	184	19.9	82.6	4.3	2.7	1.1	1.6	-.-	1.1	6.5
Florida	827	18.2	81.6	7.7	7.9	1.5	0.4	0.1	0.6	0.2
District of Columbia	209	17.3	71.3	16.3	4.3	1.4	0.5	-.-	4.8	1.4
Michigan	962	17.0	82.2	9.1	1.6	0.7	0.9	-.-	4.6	0.8
Minnesota	137	16.1	83.9	4.4	4.4	1.5	1.5	-.-	4.4	-.-
Illinois	868	15.3	71.5	18.5	2.5	3.1	0.3	-.-	0.7	3.2
Indiana	406	14.0	84.0	6.4	2.2	2.2	0.2	-.-	3.0	2.0
Oklahoma	361	13.9	85.3	5.8	1.4	0.3	5.8	-.-	0.6	0.8
Alabama	691	13.4	76.0	21.0	0.6	0.9	0.7	-.-	0.3	0.6
Iowa	298	13.1	86.9	6.0	3.7	1.0	0.3	-.-	2.0	-.-
New Jersey	391	12.5	63.7	4.3	2.8	2.8	-.-	-.-	2.6	23.8
California	1,072	12.4	61.1	9.0	15.4	6.1	0.6	-.-	1.3	6.5
Arkansas	305	12.1	87.9	11.1	0.3	-.-	-.-	-.-	0.7	-.-
Arizona	465	12.0	88.0	2.2	8.6	-.-	1.3	-.-	-.-	-.-
Virginia	669	11.8	77.6	17.3	2.4	1.2	0.4	-.-	0.4	0.6
Pennsylvania	1,052	11.5	88.5	7.3	1.0	1.0	0.1	-.-	2.0	-.-
Washington	183	11.4	83.1	1.6	4.9	2.2	1.1	-.-	1.6	5.5
Delaware	143	10.5	73.4	7.0	1.4	0.7	1.4	-.-	-.-	16.1
Massachusetts	301	10.3	83.1	4.0	2.0	1.3	0.7	-.-	2.3	6.6
Colorado	219	9.2	89.0	1.4	6.8	0.9	-.-	-.-	-.-	1.8
Nebraska	178	8.4	88.8	3.4	0.6	2.2	-.-	-.-	2.2	2.8
Montana	235	8.1	75.3	-.-	-.-	0.4	6.0	-.-	1.7	16.6
Nevada	231	7.8	89.2	4.3	1.3	0.4	0.4	-.-	1.3	3.0
Vermont	43	7.0	93.0	4.7	-.-	-.-	-.-	-.-	2.3	-.-
Ohio	2,099	6.9	66.1	5.3	0.3	0.5	0.3	-.-	0.5	27.0
Wisconsin	714	6.7	91.9	2.5	1.1	1.8	0.4	-.-	1.8	0.4
Connecticut	341	6.7	92.1	5.0	1.2	0.6	-.-	-.-	-.-	1.2
Missouri	563	6.4	89.0	3.0	0.9	0.7	0.4	-.-	1.4	4.6
Utah	288	6.2	83.7	0.3	1.4	1.0	2.8	-.-	0.7	10.1
Rhode Island	104	5.8	87.5	4.8	-.-	1.0	-.-	-.-	-.-	6.7
North Dakota	128	4.7	75.0	0.8	0.8	0.8	2.3	-.-	-.-	20.3
Oregon	25	4.0	96.0	-.-	4.0	-.-	-.-	-.-	-.-	-.-
South Dakota	48	4.0	96.0	-.-	-.-	2.0	2.0	-.-	-.-	-.-
West Virginia	772	3.9	96.1	1.9	0.9	0.8	0.3	-.-	-.-	-.-
Kentucky	563	3.4	95.2	3.0	-.-	0.4	-.-	-.-	-.-	1.4
New Hampshire	184	3.3	81.5	1.6	-.-	-.-	1.1	-.-	0.5	15.2
Maine	220	1.8	89.1	0.5	0.5	0.5	0.5	-.-	-.-	9.1
Idaho	122	0.8	99.2	0.8	-.-	-.-	-.-	-.-	-.-	-.-
Virgin Islands	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Alaska	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Wyoming	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Table 66
Postbaccalaureate Administration Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

	Total	Minority Percentage	White	Black/ African American	Hispanic	Asian/ Pacific American	Native American/ American Indian	Alaskan Native	Int'l	Other
Puerto Rico	94	100.0	-.-	-.-	100.0	-.-	-.-	-.-	-.-	-.-
Hawaii	145	68.3	31.7	1.4	-.-	66.2	-.-	-.-	0.7	-.-
Guam	16	62.5	37.5	-.-	-.-	62.5	-.-	-.-	-.-	-.-
Mississippi	271	52.3	47.2	51.2	-.-	0.3	0.7	-.-	0.3	-.-
South Carolina	148	47.3	52.7	41.9	-.-	0.7	4.7	-.-	-.-	-.-
New Mexico	219	41.1	58.9	0.9	33.8	0.9	5.0	-.-	0.5	-.-
Louisiana	815	29.6	69.3	27.4	1.2	0.4	0.2	-.-	1.3	0.1
Alabama	555	29.4	70.1	27.4	0.4	0.2	1.1	-.-	0.4	0.5
Texas	1,953	27.9	72.0	9.9	16.3	1.0	0.2	-.-	0.5	0.1
California	1,160	27.7	65.1	9.8	14.0	3.4	0.3	0.1	0.3	7.2
Illinois	1,887	25.3	69.6	21.0	3.0	0.7	-.-	-.-	0.5	5.1
Montana	12	25.0	75.0	-.-	-.-	-.-	16.7	-.-	8.3	-.-
Virginia	516	24.6	74.4	21.1	1.0	0.8	0.6	-.-	1.2	1.0
Georgia	720	24.6	75.1	23.5	0.6	0.1	0.3	-.-	0.1	0.3
North Carolina	621	24.3	75.4	22.1	0.3	0.2	1.6	-.-	0.2	0.3
New York	1,124	21.3	67.6	7.6	4.1	2.8	0.1	-.-	6.8	11.1
Florida	1,966	19.5	79.9	12.2	6.2	0.3	0.2	-.-	0.7	0.6
Tennessee	398	19.1	78.4	18.8	-.-	0.3	-.-	-.-	-.-	2.5
Michigan	1,083	19.0	79.7	14.3	1.1	0.5	0.2	-.-	0.9	3.3
Wisconsin	281	17.8	82.2	6.8	0.7	1.4	-.-	-.-	8.9	-.-
Colorado	258	17.1	79.8	4.3	9.7	1.6	-.-	-.-	1.6	3.1
Arizona	1,368	16.6	83.4	2.0	12.0	0.6	2.0	-.-	-.-	-.-
District of Columbia	341	13.2	69.2	11.1	3.5	2.1	-.-	-.-	6.5	7.6
Arkansas	215	13.0	87.0	11.6	-.-	0.5	0.5	-.-	0.5	-.-
Indiana	366	11.4	87.2	6.3	1.6	0.3	0.3	-.-	3.0	1.4
Maryland	151	11.3	84.1	11.3	-.-	-.-	-.-	-.-	-.-	4.6
Oregon	9	11.1	88.9	-.-	11.1	-.-	-.-	-.-	-.-	-.-
Pennsylvania	564	10.6	89.0	2.7	0.2	1.4	0.2	-.-	6.2	0.4
Connecticut	91	9.9	89.0	7.7	2.2	-.-	-.-	-.-	-.-	1.1
Washington	114	9.6	88.6	4.4	-.-	4.4	0.9	-.-	-.-	1.8
New Jersey	457	8.8	79.4	4.2	2.6	0.4	-.-	-.-	1.5	11.8
Missouri	686	8.8	87.8	6.7	0.7	0.3	0.3	-.-	0.9	3.4
Nevada	97	7.2	85.6	5.2	2.1	-.-	-.-	-.-	-.-	7.2
Ohio	1,602	6.8	68.3	5.2	0.5	0.2	0.1	-.-	0.8	24.8
Kansas	218	6.8	87.2	3.7	2.3	-.-	0.9	-.-	-.-	6.0
Massachusetts	231	6.5	78.8	3.0	1.7	0.4	0.2	-.-	-.-	15.2
North Dakota	36	5.6	75.0	-.-	-.-	-.-	5.6	-.-	-.-	19.4
Rhode Island	21	4.8	90.5	4.8	-.-	-.-	-.-	-.-	-.-	4.8
Oklahoma	474	4.6	82.9	6.3	1.1	0.4	5.9	0.4	0.4	2.5
South Dakota	24	4.2	95.8	-.-	-.-	-.-	4.2	-.-	-.-	-.-
West Virginia	440	4.1	95.9	2.0	0.2	0.5	-.-	-.-	1.4	-.-
Nebraska	172	4.0	91.9	0.6	0.6	2.3	0.6	-.-	4.1	-.-
Kentucky	417	4.0	95.0	4.1	-.-	-.-	-.-	-.-	-.-	1.0
Minnesota	479	3.9	93.9	1.6	0.8	1.0	0.4	-.-	0.6	1.5
Iowa	468	3.8	96.2	1.1	0.6	-.-	0.6	-.-	1.5	-.-
Utah	372	3.5	93.8	0.5	1.3	1.3	0.3	-.-	-.-	2.7
Idaho	150	3.3	96.7	-.-	2.0	-.-	1.3	-.-	-.-	-.-
Delaware	75	2.7	81.3	2.7	-.-	-.-	-.-	-.-	-.-	16.0
Maine	274	0.4	73.7	-.-	-.-	-.-	0.4	-.-	-.-	25.9
New Hampshire	65	-.-	76.9	-.-	-.-	-.-	-.-	-.-	-.-	23.1
Vermont	9	-.-	100.0	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Alaska	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Virgin Islands	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Wyoming	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

Table 67
Doctoral SCDE Enrollment, by State and Race/Ethnicity, Ranked by Minority Percentage, 1995

	Total	Minority Percentage	White	Black/ African American	Hispanic	Asian/ Pacific American	Native American/ American Indian	Alaskan Native	Int'l	Other
Puerto Rico	184	100.0	-.-	-.-	100.0	-.-	-.-	-.-	-.-	-.-
South Carolina	22	68.2	31.8	68.2	-.-	-.-	-.-	-.-	-.-	-.-
Hawaii	114	48.2	50.0	-.-	-.-	43.9	-.-	-.-	4.4	1.8
Mississippi	390	35.1	64.9	30.5	-.-	0.5	0.3	-.-	3.8	-.-
New Mexico	89	34.8	65.2	1.1	29.2	-.-	4.5	-.-	-.-	-.-
Illinois	1,507	34.7	64.1	13.0	2.4	8.4	0.3	-.-	10.6	1.2
Louisiana	604	34.0	64.2	31.1	1.0	1.2	0.5	-.-	0.2	1.8
California	1,062	31.5	65.2	12.3	9.2	4.2	1.7	-.-	4.0	3.3
District of Columbia	396	30.8	65.4	19.2	2.5	2.0	0.3	1.0	6.1	3.8
Massachusetts	1,665	29.3	47.9	8.2	6.4	2.8	0.8	-.-	11.1	22.8
Maryland	670	28.5	70.4	18.2	2.2	3.1	-.-	-.-	3.9	2.1
Ohio	734	28.0	70.6	13.2	0.4	1.2	0.5	-.-	12.7	1.4
Texas	2,924	26.6	72.4	8.7	10.0	1.9	1.6	-.-	4.7	0.8
Washington	725	25.8	72.1	5.1	5.9	8.1	3.2	-.-	3.4	2.1
Georgia	682	25.0	74.9	13.5	1.2	1.0	0.1	-.-	9.1	0.1
North Carolina	409	24.7	75.3	12.5	1.0	1.7	1.5	-.-	8.1	-.-
Arizona	1,373	24.1	75.8	4.3	11.1	2.3	2.0	-.-	4.4	0.1
Florida	4,242	23.7	73.9	13.0	4.0	1.7	0.4	-.-	4.7	2.4
Michigan	1,103	22.5	67.2	16.5	2.4	3.2	0.2	-.-	10.2	0.3
Arkansas	280	21.4	78.6	15.0	1.4	0.7	2.9	-.-	1.4	-.-
Alabama	1,034	20.3	79.7	12.0	2.9	1.3	0.4	-.-	3.8	-.-
Delaware	264	18.9	68.2	11.7	1.9	1.9	-.-	-.-	3.4	12.9
Tennessee	304	18.4	81.6	16.4	0.3	1.6	-.-	-.-	-.-	-.-
Iowa	624	17.9	82.1	6.9	1.1	-.-	0.3	-.-	9.6	-.-
Kentucky	209	16.7	83.3	12.0	1.0	2.4	-.-	-.-	1.4	-.-
Indiana	373	16.3	69.7	4.6	3.8	4.0	0.5	-.-	13.4	4.0
Nevada	167	16.2	80.8	4.8	6.6	1.8	1.2	-.-	1.8	3.0
Kansas	211	16.1	83.9	2.4	1.4	1.4	0.5	-.-	10.4	-.-
Oklahoma	633	15.5	81.0	6.2	1.1	1.9	5.2	-.-	1.1	3.5
Virginia	918	15.3	80.7	10.9	1.2	2.8	0.2	-.-	0.1	4.0
Vermont	68	14.7	85.3	5.8	2.9	2.9	1.5	-.-	1.5	-.-
Wisconsin	296	14.5	85.5	7.8	3.4	2.7	0.7	-.-	-.-	-.-
North Dakota	83	14.5	83.1	2.4	1.2	-.-	9.6	-.-	1.2	2.4
Utah	370	14.1	80.0	1.6	3.0	6.8	1.1	-.-	1.6	5.9
Oregon	101	13.9	86.1	7.9	3.0	0.1	2.0	-.-	-.-	-.-
Nebraska	389	13.4	86.6	4.9	1.5	1.0	1.0	-.-	4.9	-.-
New Jersey	632	12.3	61.7	5.7	1.7	3.0	0.6	-.-	0.5	26.7
New York	2,780	12.2	58.3	11.5	5.6	6.3	0.1	-.-	8.7	9.5
Pennsylvania	2,205	11.9	77.6	6.7	2.0	2.0	0.6	-.-	10.7	0.5
Montana	35	11.4	88.6	-.-	2.9	2.9	-.-	-.-	5.7	-.-
Missouri	89	11.3	75.3	7.9	6.7	4.5	1.1	-.-	1.1	3.4
Colorado	642	11.3	78.3	4.2	5.6	1.6	1.2	-.-	5.0	4.0
Rhode Island	26	7.7	84.6	7.7	-.-	-.-	-.-	-.-	-.-	7.7
Minnesota	728	7.3	81.9	3.3	1.0	2.5	1.2	-.-	9.3	0.8
West Virginia	25	4.0	96.0	-.-	-.-	4.0	-.-	-.-	-.-	-.-
New Hampshire	57	3.5	96.5	-.-	1.8	-.-	-.-	-.-	1.8	-.-
Maine	33	-.-	69.7	-.-	-.-	-.-	-.-	-.-	-.-	30.3
Connecticut	35	-.-	88.6	-.-	-.-	-.-	-.-	-.-	-.-	11.4
Idaho	24	-.-	100.0	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Alaska	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Guam	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
South Dakota	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Virgin Islands	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-
Wyoming	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-	-.-

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

APPENDIX A: TECHNICAL NOTES

Because a sample of institutions was surveyed in this study, it was helpful to examine the sampling variability—that is, the variations that might occur by chance. Table 68 shows the 95-percent confidence level for elementary and secondary respondents by racial/ethnic background. It summarizes the confidence levels for state enrollments of Whites, Black/African Americans, and Hispanics. For example, there is about 95 percent confidence that a complete survey of all elementary education programs would show the average Black enrollment to be no more than 31.03 and no less than 20.73.

Table 68
Confidence Levels

	Elementary		Secondary	
	Mean	Confidence	Mean	Confidence
White	215.57	22.96	144.98	16.6
Black/African American	25.88	5.15	17.46	4.2
Hispanic	18.05	5.29	13.49	11.0

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

APPENDIX B: RESPONSE RATES

An analysis of survey response rates by membership status is summarized in Table 69. The response rate was higher for members (76%) than for nonmembers (24%).

Table 69
Response Rate by Membership Status

	Respondents		Nonrespondents		Response Rate	
	N	%	N	%	N	%
Member	461	76.32	74	17.54	535	52.14
Nonmembers	143	23.68	348	82.46	491	47.86
Total	604	100	422	100	1,026	100

Source: AACTE, *Survey of Teacher Education Enrollments by Race/Ethnicity and Gender*, Fall 1995.

American Association of Colleges for Teacher Education
Survey of Teacher Education Enrollments by Race/Ethnicity and Gender
Fall, 1995

1. Total number of persons enrolled in baccalaureate programs in schools, colleges, or departments of education and other schools, colleges and departments leading to licensure or certification, by group and specialty area (the asterisks indicate a reference to the brief guide on the last page of this instrument).

	Early Childhood	Elementary	Secondary	Special	Bilingual	Vocational	Other (please specify _____)
	Total Male/Female	Total Male/Female	Total Male/Female	Total Male/Female	Total Male/Female	Total Male/Female	Total Male/Female
White (non-Hispanic)	___/___	___/___	___/___	___/___	___/___	___/___	___/___
Black/African American (non-Hispanic)	___/___	___/___	___/___	___/___	___/___	___/___	___/___
Total Hispanic *	___/___	___/___	___/___	___/___	___/___	___/___	___/___
Cuban	___/___	___/___	___/___	___/___	___/___	___/___	___/___
Mexican or Chicano	___/___	___/___	___/___	___/___	___/___	___/___	___/___
Puerto Rican	___/___	___/___	___/___	___/___	___/___	___/___	___/___
Other Hispanic (please specify	___/___	___/___	___/___	___/___	___/___	___/___	___/___
_____)	___/___	___/___	___/___	___/___	___/___	___/___	___/___
Total Asian Pacific American*	___/___	___/___	___/___	___/___	___/___	___/___	___/___
Southeast Asian	___/___	___/___	___/___	___/___	___/___	___/___	___/___
Pacific Islander	___/___	___/___	___/___	___/___	___/___	___/___	___/___
Other Asian (please specify	___/___	___/___	___/___	___/___	___/___	___/___	___/___
_____)	___/___	___/___	___/___	___/___	___/___	___/___	___/___
Native American or American Indian	___/___	___/___	___/___	___/___	___/___	___/___	___/___
Alaskan Native	___/___	___/___	___/___	___/___	___/___	___/___	___/___
International or non-Resident	___/___	___/___	___/___	___/___	___/___	___/___	___/___
Other (please specify ____ _____)	___/___	___/___	___/___	___/___	___/___	___/___	___/___

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2. Total number of persons enrolled in postbaccalaureate, nondoctoral programs in schools, colleges, or departments of education and other colleges and departments, by group and specialty area (the asterisks indicate a reference to the brief guide on the last page of this instrument).

	Teaching	Counseling	Administration	Other (please specify _____)
	Total Male/Female	Total Male/Female	Total Male/Female	Total Male/Female
White (non-Hispanic)	___/___	___/___	___/___	___/___
Black/African-American (non-Hispanic)	___/___	___/___	___/___	___/___
Total Hispanic *	___/___	___/___	___/___	___/___
Cuban	___/___	___/___	___/___	___/___
Mexican or Chicano	___/___	___/___	___/___	___/___
Puerto Rican	___/___	___/___	___/___	___/___
Other Hispanic (please specify	___/___	___/___	___/___	___/___
_____)	___/___	___/___	___/___	___/___
Total Asian Pacific American*	___/___	___/___	___/___	___/___
Southeast Asian	___/___	___/___	___/___	___/___
Pacific Islander	___/___	___/___	___/___	___/___
Other Asian (please specify	___/___	___/___	___/___	___/___
_____)	___/___	___/___	___/___	___/___
Native American or American Indian	___/___	___/___	___/___	___/___
Alaskan Native	___/___	___/___	___/___	___/___
International or non-Resident	___/___	___/___	___/___	___/___
Other (please specify _____)	___/___	___/___	___/___	___/___

Clarifying Notes: _____

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3. Total number of persons enrolled in education doctoral programs (PhD/EdD) (the asterisks indicate a reference to the brief guide on the last page of this instrument)

	Total Male/Female
White (non-Hispanic)	____/____
Black/African-American (non-Hispanic)	____/____
Total Hispanic*	____/____
Cuban	____/____
Mexican or Chicano	____/____
Puerto Rican	____/____
Other Hispanic (please specify	____/____
_____)	____/____
Total Asian Pacific American*	____/____
Southeast Asian	____/____
Pacific Islander	____/____
Other Asian (please specify	____/____
_____)	____/____
Native American or American Indian	____/____
Alaskan Native	____/____
International or non-Resident	____/____
Other (please specify _____)	____/____

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4. **Name:** _____
Institution: _____
Address: _____
City, State, zip: _____
phone: (___) _____
e-mail: _____

Clarifying Notes: _____

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